DOCUMENT RESUME

ED 288 657 RC 016 285

AUTHOR Martin, William E., Jr.; O'Connell, Joanne C.
TITLE Pueblo Indian Vocational Rehabilitation Services Study.
INSTITUTION Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 86
NOTE 126p.
AVAILABLE FROM Native American Research and Training Center, Box 5360, Northern Arizona University, Flagstaff, AZ 86011 ($15.00).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adult Education; Adults; American Indian Education; *American Indians; *Attitudes; *Delivery Systems; *Disabilities; Human Services; Interviews; *Needs Assessment; Social Services; Surveys; Trainees; Tribes; *Vocational Rehabilitation
IDENTIFIERS New Mexico; *Pueblo (People)

ABSTRACT

As part of a study to improve delivery of services to disabled Native Americans residing in the 18 Pueblos of New Mexico, this report specifies the methods used to develop the interview instrument and the training activities that were conducted, presents results obtained from interviews with 117 disabled Pueblo residents, and makes recommendations for future Division of Vocational Rehabilitation (DVR) initiatives. Five categories of issues/needs emerged from the interview data: communications, jobs, transportation, relocation, and resources. Recommendations developed for the DVR to address these needs include: (1) continue liaison between the Pueblos and DVR counselors through a continued/expanded role for Rehabilitation Technicians; (2) develop/implement an awareness program in the Pueblos regarding rights and needs of disabled individuals; (3) plan/implement meetings to provide information to department counselors regarding the Pueblos and their unique cultural characteristics to improve counselors' effectiveness; (4) identify major employers in the Pueblos and conduct an educational awareness program targeted at potential employers; (5) adopt a strategy of interaction that results in a consistent/predictable schedule of on-site office hours to facilitate access to vocational rehabilitation counselors; and (6) establish community councils within the Pueblos that have representation from state and local service providers, tribal officials, and consumers of services. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED288657

PUEBLO INDIAN VOCATIONAL REHABILITATION SERVICES STUDY

William E. Martin, Jr., Ed.D.
Joanne C. O'Connell, Ph.D.

Uts' Ilshtaan'i

Keres Word: Thoughts or concepts to consider

Research Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Martha Probst

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Native American Research and Training Center
Northern Arizona University NAU Box 5630
Flagstaff, Arizona 86011

RC018285

BEST COPY AVAILABLE

JUN 1987
RECEIVED
ERIC/CRESS

PUEBLO INDIAN VOCATIONAL REHABILITATION SERVICES STUDY

William E. Martin, Jr., Ed.D.
Joanne C. O'Connell, Ph.D.

1986

The New Mexico State Board of Education, the State Department of Education, Division of Vocational Rehabilitation does not discriminate with regard to race, culture, ancestry, color, national origin, sex, age, religion or handicap, in their program for hiring practices.

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
PROJECT PARTICIPANTS	viii
INTRODUCTION	1
A. Objectives of the Project	2
B. Activities by NARTC Staff to the Project	3
METHOD	5
A. Development of the Interview Instrument	5
1. Purposes for the Interview Instrument	5
2. Development of the First Draft	5
3. Input from Administrators, Counselors	5
4. Field-Testing & Review of the Second Draft of the Interview Instrument	6
5. Final Draft of the Interview Instrument	8
6. Informed Consent, Confidentiality & Release of Information	8
B. Rehabilitation Technician Training	8
1. Training Purpose	8
2. Training Sessions	9
3. Interviews Conducted with Pueblo Residents who are Disabled	10
RESULTS	12
A. General Social & Economic Information	12
1. Age and Gender	12
2. Tribal Affiliation	12
3. Telephone and Transportation	14
4. Use of Native Language and English	15

TABLE OF CONTENTS (Continued)

		Page
5.	Marital Status	16
6.	Relatives Living with the Interviewees	16
7.	Place of Residence	17
8.	Previous Places of Residence	17
9.	Reasons for Moving Back to the Pueblos	18
10.	Community and Volunteer Activities	19
11.	Leisure Activities	20
12.	Economic Information	20
B.	Disabilities and Services Information	22
1.	Reported Disabilities	22
2.	Functional Limitations Associated with Disabling Conditions	25
3.	Resources Used by the Interviewees to Receive Help for their Disabilities	26
4.	Where the Services were Obtained	26
5.	Information Sources Used to Find Help for Disabilities	29
6.	Current Services or Approaches Used to Help with Disabilities	30
7.	Help Needed for their Disabilities	31
C.	Educational Information	32
1.	Educational Levels Completed	32
2.	Relocation for More Education	32
D.	Employment and Vocational Information	34
1.	Jobs Wanted	38
2.	Job Search Activities	41
3.	Reasons for Difficulty Finding Jobs	42
4.	Willingness to Relocate for Employment	43

TABLE OF CONTENTS (Continued)

Page

5. Vocational Interests 44

6. Work Values 45

DISCUSSION 47

A. Discussion of the Methods Used in the Project 47

1. Development of the Interview Form 47

2. Selection of the Rehabilitation Technicians 48

3. Rehabilitation Technician Training 48

B. Discussion of the Results 49

1. Limitations to the Data Base 49

2. Discussion of General, Social and Economic Information 50

3. Discussion of Disability and Services Information . 52

4. Discussion of Educational Information 53

5. Discussion of Employment Information 54

C. Recommendations for Continuing Activities 55

1. Communication Needs 57

2. Availability of Jobs 58

3. Transportation Issues 59

4. Relocation Issues 60

5. Resource Needs 61

APPENDICES

A. Interview Format 63

B. Cover Letter 67

C. Summary of Supervisors and Counselors Input 69

D. Summary of Meetings with Pueblo Residents 73

TABLE OF CONTENTS (Continued)

		Page
E.	Interview Instrument	83
F.	Project Information Form	98
G.	Release of Information Form	101
H.	Topics Covered During First Training Session	104
I.	Topics Covered During Second Training Session	113

LIST OF TABLES

Table		Page
1	Reported Tribal Affiliations	13
2	Other Means of Transportation	14
3	Comparisons in the Use of Native Language & English	15
4	Live-In Relatives other than Spouse or Children	16
5	Multiple Live-In Relatives other than Spouse or Children	17
6	Previous Residence by State	18
7	Reasons for Moving Back	19
8	Most Commonly Reported Leisure Activities	20
9	Sources of Income	22
10	Reported Disabilities	24
11	Reported Functional Limitations	25
12	Resources Used for Disability Assistance	26
13	Services Obtained On and Off the Reservation	28
14	Sources of Information Used	29
15	Current Services for Disabilities	30
16	Reported Help Needed for Disabilities	31
17	Places Willing to Relocate for More Education	33
18	Job Titles for Those Currently Employed	35
19	Job Titles for the Last Job Held	36
20	Job Titles for the Second to Last Job Held	37
21	Reported Reasons for Leaving Past Two Jobs	38
22	Reported Jobs Wanted	39
23	Wanted, Current and Past Jobs Categorized into Six Holland Classifications	41
24	Problems Finding Jobs	42

LIST OF TABLES (Continued)

Table		Page
25	Other Problems Finding Jobs	43
26	Places Willing to Relocate to for Employment	44
27	Reported Vocational Interests	45
28	Reported Work Values	46

PROJECT PARTICIPANTS

Native American Research and Training Center

Institute for Human Development

Northern Arizona University

Anthony Delgarito, Graduate Assistant to Project

Dr. Marilyn Johnson, Administrative Advisor

Dan Luebbe, Graduate Assistant to Project

Dr. William E. Martin Jr., Training Coordinator and Researcher to Project

Dr. Joanne O'Connell, Administrative Coordinator to Project

The All Indian Pueblo Council

Maria Benton, Rehabilitation Technician

Juanita Concha, Rehabilitation Technician

Mary Garcia, Rehabilitation Technician

Julia Grosenbach, Rehabilitation Technician

Rita Lujan, Project Coordinator

Chris Luther, Rehabilitation Technician

Joyce Merrill, Administrative Assistant to the Chairman

Marian Naranjo, Rehabilitation Technician

Rosenda Othole, Rehabilitation Technician

Madeline Paisano, Rehabilitation Technician

Mike Paseno, San Felipe CHR Director

Gilbert Pena, Chairman

Margaret E. Suina, Rehabilitation Technician

Greg Toya, Rehabilitation Technician

Kathleen Judy Valesquez, Rehabilitation Technician

Anthony Yepa, Director of Health Programs, Five Sandoval Pueblos

New Mexico State Division of Vocational Rehabilitation

John Archuleto, Counselor

Veronica Blevin, Counselor

Larry Borrego, Area I Supervisor

Ray Bowman, Counselor

Terry Brigance, Administrator

Maury Castro, Chief of Field Services

Dona Fuerst, Counselor

Orlando Giron, Director

Willie Gomez, Counselor

Sherry Holland, Project Monitor

Duane Johnson, Counselor

Anthony Lujan, Counselor

Lee Martinez, Counselor

Ruth Martinez, Counselor

Gilbert Ortiz, Counselor

Ross Sweat, Area V Supervisor

The "Pueblo Indian Vocational Rehabilitation Services Study" was the result of recognition by the New Mexico Pueblo Indian leadership and the administrators from the New Mexico Division of Vocational Rehabilitation (DVR) of the need to improve the delivery of services to Native Americans residing in the 18 Pueblos of New Mexico. A request for proposals was initiated by the NMDVR with the purpose to identify and fund an innovative strategy to address the identified need. The All Indian Pueblo Council (AIPC) in collaboration with the Native American Research and Training Center (NARTC) at Northern Arizona University was awarded a grant to develop the project.

The AIPC was established in 1598 and is a political body entrusted to provide for the protection and preservation of the member tribes. Formally incorporated in 1969 as a 501(c)3 non-profit organization, it now serves as a centralized administration and clearinghouse for various local, state and federal programs in the fields of health, education and economic development.

The NARTC at Northern Arizona University was established in 1983 to address the unique needs of Native Americans, throughout the nation, who are disabled. The NARTC is housed within the Institute for Human Development at Northern Arizona University and is primarily funded through a cooperative agreement with the National Institute for Handicapped Research of the Office of Special Education and Rehabilitation Services.

Objectives of the Project

Objective 1

Compile information which identifies the scope of need for DVR services by disabled persons of Pueblo descent or Native Americans living within the Pueblo communities.

Objective 1.1. Develop an instrument that can be used by paraprofessional level Rehabilitation Technicians to secure comprehensive case histories in order to conduct a needs assessment of disabilities within each of the targeted Pueblos.

Objective 1.2. Train the community paraprofessionals to serve as Rehabilitation Technicians and conduct comprehensive case interviews with identified Pueblo individuals who may potentially be eligible for DVR services.

Objective 2

Conduct a study of agencies and programs that provide services to the disabled population in the Pueblos and make recommendations on how to better coordinate services for this group.

Objective 2.1. Develop a survey instrument to be used by the Project Coordinator to conduct interviews with agency representatives.

Objective 3

Disseminate information to agencies working with Pueblo residents who are disabled and to DVR staff in order to enhance appropriate referral initiation and coordination of services.

Objective 4

Identify communication mechanisms that will lead to improved referral and documentation of prospective clients and improved coordination of services between Pueblo individuals and DVR staff.

Activities by NARTC Staff to the Project

The overall activities of the grant were administered by personnel from the AIPC. Staff from the NARTC provided training and technical assistance to the project. More specifically, NARTC staff were involved in the following activities: (a) conducted ongoing telephone and face to face meetings with AIPC Chairman and Project Coordinator regarding the implementation and management of the project, (b) developed the interview form that was used by the Rehabilitation Technicians, (c) conducted the input interviews with DVR supervisors, counselors and Pueblo residents, (d) trained the AIPC Project Coordinator and Rehabilitation Technicians in the administration of interview forms, (e) constructed the community agency survey instrument, (f) analyzed the data generated from the interviews conducted with Pueblo residents who were disabled, (g) co-planned and facilitated a year end meeting and (h) completed a project report.

The first purpose of this report is to specify the methods used to develop the interview instrument and the training activities that were conducted. The second purpose is to present the results that were obtained from the interviews that were conducted with Pueblo residents

with disabilities. A third purpose is to make recommendations that relate to future DVR initiatives to better serve Pueblo persons. Two other documents were generated as a result of this project which were the AIPC Final Report and the Resource Directory of agencies serving Pueblo persons with disabilities.

METHOD

The methods used in this project is organized according to the following activities: (a) development of the interview instrument and (b) Rehabilitation Technician training.

Development of the Interview Instrument

Purposes for the Interview Instrument

Two purposes for the use of the interview instrument were considered during its development. First, the information generated from use of the instrument was used to identify the needs and characteristics of persons who are disabled living within the Pueblos of New Mexico. Second, the information obtained from the interview forms was used by counselors from the Division of Vocational Rehabilitation to assist in the process of determining eligibility for individuals who desired to be applicants for services.

Development of the First Draft

A first draft of the interview instrument was developed using two resources which were the New Mexico Division of Vocational Rehabilitation's Manual of Operating Procedures and Systematic Interviewing Skills which was written by Roy C. Farley and Stanford E. Rubin and published by the Arkansas Rehabilitation Research and Training Center. The first draft of the interview form was reviewed by NARTC staff and changes and adaptations were made.

Input from Administrators, Counselors and Pueblo Residents

The first draft of the interview instrument was given to the Project Monitor from the Division of Vocational Rehabilitation who shared the instrument with other central office administrators which resulted in several comments and recommendations.

Meetings were held with counselors and supervisors from the Division of Vocational Rehabilitation to obtain their input concerning the interview form and on issues to consider when interviewing the disabled Pueblo residents. The purposes of the project were presented to the individuals and then a structured interview format was used to obtain the counselors' and supervisors' input (refer to Appendix A). A cover letter (refer to Appendix B) and interview form were given to each individual for them to review and make comments and suggestions. Twelve counselors and two supervisors, who were identified by the Project Monitor from DVR because they work with Pueblo persons, participated in the meetings. The input obtained from the supervisors and counselors is summarized in Appendix C.

The Project Coordinator from AIPC was sent interview forms for her to critique and for her to send to other Pueblo persons to review. Their recommendations were used in subsequent revisions to the interview form.

Meetings were held with Pueblo residents who were selected by the AIPC Project Coordinator. The purposes of the project were explained and their input was solicited regarding issues to consider during the project. Their input is summarized in Appendix D. The information obtained from the various sources of input was used to develop the second draft of the interview instrument.

Field-Testing and Review of the Second Draft of the Interview Instrument

The second draft of the interview form was field-tested by two graduate assistants (one of the graduate assistants was a member of the Zia Pueblo and the other was a non-Indian). Following an instructional session in the use of the interview form, the graduate assistants interviewed each other and recorded information on the interview form. Video tapes of the sessions were

also made. Each graduate assistant was instructed to review the interview form that was completed for them and score the form for accuracy of information. A total number of possible information points were calculated for each form and the total number of accurately recorded information points was divided by the total possible points. This resulted in accuracy ratings for both interviewers of 98%. The Training Coordinator then reviewed the video tapes to determine what process factors needed to be considered for the training of the Rehabilitation Technicians. Recommendations were documented related to the wording of questions as they related to disability information, past employment information, religious and tribal activities, and difficulties finding jobs. In addition, the interviews took an average of one hour and 45 minutes and the optimal time expected for the interviews was one hour and 30 minutes.

During the first week of training for the Rehabilitation Technicians, the second draft of the interview form was used for training. Prior to the training, a model videotape was completed with the Training Coordinator interviewing a graduate assistant. Before conducting an actual interview during the training, the Rehabilitation Technicians were asked to view the model videotape and complete an interview form while they viewed the videotape. Accuracy ratings were then calculated for the completed interview forms resulting from the viewing of the video tape. The average accuracy rating for the group was 92.86% (SD=4.86%) with a range from 85% to 98%. Information obtained from process observations and Technician input resulted in a need for making further modifications to the interview instrument. Before additional changes were made to the interview instrument, it was decided to have the Rehabilitation Technicians conduct actual interviews before a final draft was developed.

Final Draft of the Interview Instrument

After several interviews were completed and following the second week of Technician training, the final draft of the interview instrument (refer to Appendix E) was developed and approved by the Project Monitor.

Informed Consent, Confidentiality and Release of Information

The information generated from the interview forms was to be used by the All Indian Pueblo Council and the Native American Research and Training Center to identify needs of Pueblo residents who are disabled. The information would also be used by the New Mexico Division of Vocational Rehabilitation for assisting in the process of eligibility determination. Because of the various uses of the information by different agencies it was essential to inform the potential interviewees prior to their decision to participate in the project. The Technicians were instructed to present project information to the potential interviewees and also provide them with a Project Information Form (refer to Appendix F). In addition, the interviewees were asked to sign Release of Information Forms for AIPC/NARTC to use the information for research purposes and for the DVR to use the information for eligibility of services purposes (refer to Appendix G).

Rehabilitation Technician Training

Training Purpose

The interviews that were conducted by the Rehabilitation Technicians were intended to identify the scope of need for Vocational Rehabilitation services to disabled individuals living within the New Mexico Pueblos and increase referrals to the New Mexico Division of Vocational Rehabilitation. The purpose of the training was to increase the Rehabilitation Technicians knowledge and skills in the following areas: (a) roles and functions of the

Rehabilitation Technicians; (b) overview of disabling conditions; (c) effective interviewing skills; (d) use of the interview form; (e) knowledge of vocational rehabilitation services and other agency services available to persons who are disabled.

Training Sessions

Two training sessions were planned and conducted for the Rehabilitation Technicians by NARTC staff. The need for a third training session arose because there were Rehabilitation Technicians who could not make the first session. These individuals were trained with the same materials used by the NARTC staff and the training was conducted by the AIPC Project Coordinator and trained Rehabilitation Technician.

The first training session took place at the Institute for Human Development at Northern Arizona University for four and 1/2 days. The topics covered during this training included: (a) an overview of the project; (b) the vocational rehabilitation process; (c) disabling conditions; (d) the process of interviewing; (e) practice using the interview form; and (f) issues related to the project (refer to Appendix H). A training handbook was given to each participant which included hand-outs to augment the training that was conducted. In addition, each trainee was given a copy of the Health and Medical Manual which is published by Human Resources at the University of Scranton. The book was meant to be a resource guide for the Technicians when they would need additional information about given disabling conditions that they may encounter when working in the field. Seven Rehabilitation Technicians and the AIPC Coordinator participated in the first training session. A 25 item pre and post examination was given to the trainees over information covered during the first session. The pretest mean was 15.75 (SD = 2.19) and the posttest mean was 18.28 (SD = 2.33).

The second training session took place at the All Indian Pueblo Council Administrative Offices in Albuquerque for two days. The topics covered included: (a) Vocational Rehabilitation Services; (b) Goodwill services; (c) services of the rehabilitation center-RCI Enterprises; (d) Social Security Administration programs; (e) JTPA and other vocational placement programs; and (f) follow-up of the initial interviews that were completed (refer to Appendix I). In addition to the eight individuals who participated in the first session, five new technicians were present for the training. The Training Coordinator met with the Technicians who had completed interviews to discuss problems that were encountered. The AIPC Project Coordinator met with the new Technicians to schedule a day of training to cover information that they had missed during the first training session.

The third day of training took place at AIPC for one day and was conducted by the AIPC Project Coordinator. The primary focus of the training was to give an opportunity to the new Rehabilitation Technicians to practice using the interview form and to explain to them their roles and functions in the project.

Interviews Conducted with Pueblo

Residents who are Disabled

The AIPC Coordinator and Rehabilitation Technicians held meetings with persons from various human and health service agencies, tribal officials, and other residents of the Pueblos. The purpose for the meetings was to explain the project goals and obtain assistance in the identification of persons who may be interested in receiving vocational rehabilitation services. The AIPC Coordinator and Rehabilitation Technicians identified 133 individuals with disabilities who were interested in being referred for services to the New

Mexico Division of Vocational Rehabilitation. Thus, interviews were conducted with 133 persons. Of the total, 117 individuals consented to allow the NARTC to use their information for aggregate analysis. The results obtained from the 117 completed forms are presented in the results section of this report.

Results

The information obtained from the completed interview forms is presented in accordance with the following topical areas: (a) general; social; and economic information; (b) disability and services information; (c) educational information; and (d) employment and vocational information.

Overall, the information recorded on the interview forms was reasonably complete but there were information items that were not totally responded to by all of the 117 who were interviewed. Some questions were not pertinent to all these interviewed. Some of those interviewed chose not to answer certain questions for personal reasons and others could not remember certain specific information. In some instances, the interviewers did not record certain information. It should be noted also that on some open-ended questions, those interviewed were allowed to give an unlimited number of responses. Thus, some items may have more than 117 responses.

General, Social, and Economic Information

Age and Gender

The average age of those interviewed was 31.70 years (S.D. = 11.30). The ages ranged from 15 to 62. Fifty-eight percent of the sample were males and 42% were females.

Tribal Affiliation

The interviewees were asked to identify their tribal affiliations and the results are reported in Table 1.

Table 1

Reported Tribal Affiliations

Tribal Affiliation	# of Times Reported	Tribal Affiliation	# of Times Reported
Isleta	22	Acoma	1
Zuni	19	Pojoaque	1
Laguna	16	Hopi/Tewa	1
Zia	10	Apache	1
Taos	8	Kiowa/Tewa	1
Santa Clara	4	Creek	1
San Felipe	3	Zuni/Taos	1
San Juan	3	Navajo/Zuni	1
Cochiti	3	Laguna/Acoma	1
Santa Ana	3	Laguna/Hopi	1
Santa Clara/Tewa	2	Santa Clara/San Juan	1
Zuni/Laguna	2	Comanche/Sioux	1
Sandia	2	Santa Clara/Comanche	1
Santo Domingo	1	Santa Clara/Navajo	1
Apache/Santa Ana	1	Not Reported	4

Telephone and Transportation

Fifty-three percent of the respondents indicated that they had telephones. Forty-four percent reported having drivers licenses and 56% reported that they did not have drivers licenses. Twenty six percent of those sampled reported that they owned an automobile, 65% did not and nine percent did not report. Table 2 shows the other means of transportation used by the interviewers.

Table 2

Other Means of Transportation

Means of Transportation	# of Times Reported	Means of Transportation	# of Times Reported
Family	25	Father	3
Friends	19	Hitchhiking	2
None	18	Community Health Reps.	2
Walk	10	Public Transportation	2
Relatives	9	Bike	2

Use of Native Language and English

Prior to the interview, 34% of those interviewed requested that the interviewers use their native language during the interview. The interviewees were asked several questions concerning use of their native language and English in various situations. Ninety-nine percent of the respondents reported that they speak English. Seventy-seven percent said that they can read and write English, 6% said they could read but not write English, 14% reported that they could neither read nor write English, and 3% did not report. Seventy-four percent of the sample speak their native language. Seventy-three percent of the interviewees said that they use English during the day most of the time while 22% reported some of the day and 5% said little of the time .

Table 3 shows other comparisons in the use of native language compared to the use of English.

Table 3

Comparisons in the Use of Native Language and English

	Native Language	English	Same	Not Reported
Language spoken best	13%	38%	44%	5%
Language understood best	11%	28%	54%	7%
Language spoken most in the home	41%	47%	9%	3%
Language spoken most with co-workers at work	10%	55%	4%	31%
Language spoken most with supervisor at work	5%	54%	5%	36%
Language spoken most in the community	45%	18%	33%	4%

Marital Status

Seventy-two percent of the sample reported being single. Fifty-three percent had children with an average of 2.47 children.

Relatives Living in Households

Sixty percent of the interviewees reported living in households that had relatives other than a spouse or children. Of those who had relatives living with them, the average was 2.95. Table 4 shows the percentages of persons in the sample who had various relatives living with them. The percentages of inteviewees with multiple live-in relatives are presented in Table 5.

Table 4

Live-in Relatives Other Than Spouse or Children

Type of Relative	% of Interviewees
Parents	48
No Relatives	40
Brothers	27
Sisters	26
Grandparents	7
Uncles	4
Nieces/Nephews	3
Aunts	3
Grandchildren	2
Father in Laws	1
Daughter in Laws	1
Cousins	1

Table 5

Multiple Live-in Relatives Other Than Spouse or Children

Number of Live-in Relatives	% of Interviewees
One Relative	23
Two Relatives	17
Three Relatives	15
Four Relatives	4
Five Relatives	1

Place of Residence

Eighty-eight percent of those interviewed reported Pueblos as mailing addresses, six percent reported post office box numbers and six percent of the reported addresses were in other New Mexico cities. Ninety-four percent of the interviewees reported that they lived in houses while 3% lived in apartments and 3% reported other. Thirty-five percent of the interviewees said they own their home, 26% rented, 37% reported that they lived with someone else, and two percent did not report. The average length of residence in their current home for the sample was 13.10 years (S.D. = 11.40). Eighty-one percent of the interviewees said they were satisfied with where they currently live, 16% were not satisfied and three percent did not report.

Previous Places of Residence

Sixty-three percent of the sample reported that they have lived in Pueblos or cities other than where they are now living. Table 6 shows the various states in which the interviewees reported that they have lived.

Table 6

Previous Residence by State

State of Residence	# Reported	State of Residence	# Reported
New Mexico[a]	50	Oklahoma	1
California	13	New Jersey	1
Arizona	12	Florida	1
Colorado	9	Washington	1
Texas	6	Virginia	1
Utah	4	Washington D.C.	1
Pennsylvania	3	Nevada	1
Illinois	3	North Carolina	1
Michigan	2		

[a]Fifty-four percent of these identified having lived in Albuquerque.

Reasons for Moving Back to the Pueblos

Table 7 identifies the reasons that the interviewees reported for moving back to where they now live.

Table 7

Reasons for Moving Back

Reason	# of Times Reported
"This is my home"	21
Economic Reasons	19
School Ended	9
Disability	4
Family Moved	4
Marriage	2
Cultural Reasons	2
Divorce	2
Help Family	2
Personal Problems	1
Military Service Ended	1

Community and Volunteer Activities

Fifty-six percent of the interviewees said that they were involved in community activities and 46% were involved in volunteer activities.

Leisure Activities

The interviewees were asked to state what they do for relaxation or fun. Table 8 shows the top fifteen recreational activities that were identified by the individuals in the sample.

Table 8

Most Commonly Reported Leisure Activities

Leisure Activity	# of Times Reported
Watch Television	47
Participate in Sports	40
Engage in Arts and Crafts	26
Fish	23
Listen to Music	22
Read	20
Listen to Radio	20
Walk	13
Socialize	12
Run	10
Bike	10
Participate in Outdoor Activities	8
Garden	7
Hunt	7
Watch Movies	7

Economic Information

Seventy-three percent of the interviewees said that they did not have enough income to live on, 24% said they did and three percent did not

respond. Sixteen percent of the individuals said that they had medical insurance coverage while 84% said that they did not have coverage. Table 9 reports the percentages of individuals who indicated that they receive income from various sources.

Table 9

Sources of Income

Income Source	Yes	NO	Income Source	Yes	NO
Individual Salary	16%	84%	Worker's Compensation	1%	99%
Spouse's Salary	11%	89%	Pension	2%	98%
Other Family Salary	26%	74%	General Assistance	10%	90%
SSI	21%	79%	Military Benefits	0%	100%
SSDI	11%	89%	Other	2%	98%
AFDC	9%	91%			

Disability and Services Information

Reported Disabilities

Those interviewed were asked to describe their disabilities. Forty-one percent of the sample indicated that they had more than one disability. Seventy-four percent of the sample expressed that their disability was not getting worse. The average onset of disability was 13.70 years (S.D. = 11.60) for the 91% of the sample who reported. Thirty-three percent of the sample said that they were currently using medication for their disability. Forty-one percent said that they had relatives who have disabilities, 56% reported having no relatives with disabilities and 3% did not report. Thirty-two percent of the sample reported that their disability was a result of an accident or injury (21% were automobile accidents). The information presented in Table 10 combines all the disabilities identified by the respondents. One hundred and seventeen individuals listed one disability, 60 individuals listed two disabilities and 16 individuals listed three disabilities. It was felt

that by combining all the disabilities listed, the results would be more indicative of the range of disorders experienced by the sample. The identified disabilities were self-reported by those interviewed so they do not represent medically or psychologically verified disorders. In addition, the labels for the disabilities are not congruent with standard disability classification systems.

Table 10

Reported Disabilities

Disability Category	%	Disability Category	%
Visual Disorders	15	Educational Disadv.	1
Alcoholism	14	Heart Disease	1
Diabetes	9	Cerebral Palsy	1
Learning Disabilities	8	Schizophrenia	1
Mental/Emotional Problems	7	Amputation	1
Hypertension	4	Arm Injuries	1
Hearing Impairments	4	Hip Injuries	1
Speech Disorders	4	Leg Injuries/Problems	1
Arthritis	3	Post Polio	1
Brain Injuries	3	Nerve Disorders	1
Back Injuries	3	Gastro-intestinal Probs.	1
Drug Dependencies	2	Hemiplegia	<1
Stroke	2	Spinal Injury	<1
Epilepsy	2	Bilateral Cerebral Dis.	<1
Paraplegia	2	Thyroid Disorder	<1
Hand Injuries	2	Orthopedic Disorder	<1
Obesity	2	Respiratory Disorder	<1
Mental Retardation	1	Anemia	<1

Functional Limitations Associated with Disabling Conditions

The information in Table 11 identifies the reported functional limitations that the interviewees experienced as a result of their particular disabilities.

Table 11

Reported Functional Limitations

Functional Activity	Do Limitations Exist in the Activity?	
	%Yes	%No
Reading	34	66
Writing	30	70
Seeing	22	78
Hearing	12	88
Speaking	18	82
Remembering	25	75
Use of Arms	14	86
Use of Hands	17	83
Walking	23	77
Sitting	6	94
Lifting	21	79
Working on a job	35	65
Taking care of self	5	95
Getting along with people	8	92

Resources Used by the Interviewees to Receive Help for their Disabilities

Those interviewed were asked to identify the agencies that they have used to help them with their disability (refer to Table 12). The repondents expressed satisfaction with the services that they received from the agencies; services helpful (86%), services somewhat helpful (12%), and services not helpful (2%).

Table 12

Resources Used for Disability Assistance

Resource	Use		Used Within the Last Year of those Using the Resource	
	Yes	No	Yes	No
Indian Health Service	60%	40%	63%	37%
Medical Doctor	32%	68%	56%	44%
Alcohol Program	29%	71%	73%	27%
Psychologist	21%	79%	52%	48%
School	19%	81%	69%	31%
Social Security	16%	84%	65%	35%
Vocational Rehabilitation	13%	87%	20%	80%
Medicare/Medicaid	13%	87%	67%	33%
Mental Health Program	12%	88%	57%	43%
Social Service	11%	89%	75%	25%
Bureau of Indian Affairs	9%	91%	40%	60%
Tribal Council	6%	94%	71%	29%
Job Train. Part. Act.	6%	94%	33%	67%
Job Service	3%	97%	67%	33%
Other	3%	97%	33%	67%
Developmental Disab.	1%	99%	100%	0%
Senior Companion Program	1%	99%	0%	100%
Veterans Administration	1%	99%	100%	0%

Where the Services were Obtained

The participants were asked to report the location in which they received the various services for their disabilities. Fifty-seven percent of the sample identified that the service resources that they used were located off the reservation. Table 13 shows the percentages of services

that were obtained on and off the reservation for the various service resources that were used.

Table 13

Services Obtained On and Off the Reservation

Service Resource Used	Off Reservation	On Reservation
Medical Doctor	76%	24%
Indian Health Service	52%	48%
Psychologist	76%	24%
School	71%	29%
Vocational Rehabilitation	100%	0%
Social Services	33%	66%
Mental Health	46%	54%
Social Security	92%	8%
Tribal Council	0%	100%
Alcohol Program	16%	84%
Job Service	66%	33%
Job Training Partnership Act	0%	100%
Bureau of Indian Affairs	56%	44%
Senior Companion Program	0%	100%
Veterans Administration	100%	0%
Medicare/Medicaid	100%	0%

Information Sources Used to Find Help For Disabilities

The interviewees were asked to identify the information resources that provided them with the most information about services that could help them with their disabilities (refer to Table 14).

Table 14

Sources of Information Used

Information Source	Number of Times Reported
Indian Health Service	56
Friends	51
Relatives	45
School	21
Television	15
Community Health Representatives	14
Newspaper	10
Radio	8
Vocational Rehabilitation Counselor	4
Tribal Council	2
Veterans Administration	1
Medical Doctor	1

Current Services or Approaches Used to Help with Disabilities

Each interviewee was asked to list what they were doing now to help with their disabilities. Sixty-four percent reported a current service or approach used, 15% reported none currently used and 21% did not report. Refer to Table 15 for the types of services or apporaches that were reported.

Table 15

Current Services or Approaches for Disabilities

Current Service	Number of Times Reported
Taking Medication	18
Counseling	15
Alcoholics Anonymous Meetings	10
Exercise	7
Diet	5
Speech Therapy	4
Employment Assistance	4
Use of Hearing Aid	4
Education	4
Physical Therapy	3
Use of Eye Glasses	2
Avoid Lifting	2
Medical Examination	2
Social Interaction	1
Psychiatric Evaluation	1

Help Needed for their Disabilities

Seventy-nine percent of those interviewed reported help they currently need for their disabilities, six percent reported none, one percent didn't know, and 14% did not report.

Table 16 shows the kinds of help that the interviewees felt that they needed for their disabilities.

Table 16

Reported Help Needed for Disabilities

Kind of Help Needed	# of Times Reported	Kind of Help Needed	# of Times Reported
Counseling	15	Sign Language	2
Education	14	Financial Assistance	2
Visual Handicapped Services	14	Learn to Drive	1
Medication	13	More Socialization	1
Physical Therapy	8	Chiropractic Services	1
Employment	7	Dental Services	1
Speech Therapy	6	Repair of Prosthesis	1
Vocational Training	6	Personal Care	1
Diet	4	Alcoholic Anonymous	1
Surgery	3	Diabetic Screening	1
Exercise	2	Psychiatric Evaluation	1
Physical Examination	2	Crutches	1

Educational Information

Educational Levels Completed

The average number of years of education completed by the individuals in the sample was 11.25 years (S.D. = 2.30),six percent did not report. Ninety-eight percent of the interviewees completed elementary school, 52% completed traditional high school programs and 11.50% completed GED programs. Thirty-four percent of the interviewees reported that they entered technical/trade school programs and 71% of those that entered successfully completed. Twenty-three percent of the sample entered college and 27% of those that entered completed their college programs. Twenty-three percent of the individuals said that they had received special education during some point in their formal education. Nine percent of the interviewees said that they had received training in the military.

Relocation for More Education

The interviewees were asked if they would like to receive more education and 89% of the individuals reported that they wanted more education. They were also asked if they would be willing to relocate to receive more education and 54% said that they were willing to relocate. Table 17 shows the locations that the interviewees said that they would be willing to relocate to for more education.

Table 17

Places Willing to Relocate for More Education

Location	# of Times Reported
Albuquerque, NM	30
Anywhere	13
Sante Fe, NM	9
Somewhere in NM	4
Not Sure	4
Somewhere in AZ	2
Espanola, NM	2
San Francisco, CA	1
Twin Buttes, NM	1
Alamogordo, NM	1
Zuni, NM	1
Gallup, NM	1
Portland, OR	1
Somewhere in California	1
Somewhere in Colorado	1
Somewhere in the Eastern States	1

Employment and Vocational Information

Fourteen interviewees reported that they were currently working and the average length of current employment was one and one fourth years with a range from one month to five years. Nine persons reported a current monthly salary and the average was $296.00 per month with a range from $10.00 to $600.00 per month. Table 18 shows the reported job titles for those who are currently employed.

Seventy-four interviewees reported the job titles of their last job (refer to Table 19). The average duration on the sample's last job was 1.63 years with a range of one month to 14 years. The reported monthly salary ranged from $120.00/month to $2400/month with an average of $524.00/month.

Fifty-five interviewees reported the job titles of their second to last job (refer to Table 20). The average duration of employment was 1.93 years with a range from one month to 10 years. The average monthly income was $650.00/month with a range from $225.00/month to $2000.00/month.

Fifty-eight percent of the current, last, and second to last jobs combined were reported to be with employers on various reservations. Of the 42% of jobs that were with employers off the reservation, over half were in Albuquerque.

The reasons for leaving their past two jobs that were identified by the interviewees are presented in Table 21.

Table 18

Job Titles for those Currently Employed

Job Titles	Job Titles
Laborer(2)	Rehabilitation Technician
Flagperson	Day Care Aid
Handyman	Teacher Aid
Potter	Babysitter
Candy Vendor	Food Service Worker
Farmer/Rancher	Construction Worker
Janitor	

Note: Not everyone who reported being employed currently provided information about length of employment or monthly salary.

Table 19

Job Titles for the Last Job Held

Job Title	# of Times Reported	Job Title	# of Times Reported
Custodian	9	Nursing Home Attend.	1
Laborer	7	Patrolman	1
Maintenance Worker	4	Foster Parent	1
Dental Assistant	3	Bookkeeper	1
Head Cook	3	Arts & Crafts Aid	1
Teacher Aid	3	Receptionist	1
Housekeeper	3	File Clerk	1
Youth Worker	3	Instructor	1
Nurse Aid	3	Fireman	1
Typist	3	Job Developer	1
Mechanic	2	Housing Manager	1
Machine Operator	2	Security Guard	1
Carpenter	2	Assembler	1
Potter	1	Stock Clerk	1
House Painter	1	Lumber Salesperson	1
Solar Technician	1	Heavy Equipment Oper.	1
Edge Operator	1	Dishwasher	1
Construction Worker	1	Dietary Aid	1
Stone Setter	1	Draftsman	1
Telephone Operator	1	Truck Driver	1

Table 20

Job Titles for the Second to Last Job Held

Job Titles	# of Times Reported	Job Titles	# of Times Reported
Laborer	7	Radio Dispatcher	1
Custodian	4	Dry Wall Installer	1
Driver	2	Bookkeeper	1
Dental Assistant	2	Drill Helper	1
Teacher Aid	2	Avon Representative	1
Warehouse Trainee	2	E.E.O. Investigator	1
Counselor	2	Auto Body Worker	1
Maintenance Worker	2	Weaver	1
Typist	2	Nurse Aid	1
Cook	2	Assembler	1
Fencing Worker	1	Agriculture Aid	1
Solar Technician	1	Machine Operator	1
Material Expediter	1	House Painter	1
Kachina Doll Maker	1	Clerical Aid	1
Crew Foreman	1	Tractor Driver	1
Carpenter	1	Dietary Aid	1
Houseparent	1	Flagman	1
Safety Officer	1	Game Warden	1
Orderly	1	Clerk	1

Table 21

Reported Reasons for Leaving Past Two Jobs

Reason	# of Times	Reason	# of Times
Program Ended	18		
Temporary Job	18	Disability	3
Went Back to School	13	Needed a Change	2
Layed Off	13	Company Closed	2
Moved	9	Position Eliminated	2
Personal Problems	7	Got Married	2
Promoted	6	Maternity Leave	2
Fired	6	Job Stress	1
Became Ill	6	Take Care of Family	1
Accident	4	Arrested	1
Job Training Ended	4	Lacked Training	1
Resigned	3	Drinking	1
Not Enough Money	3	Drafted into Army	1

Jobs Wanted

The interviewees were asked to identify up to five jobs that they would most like to have. The job preferences are combined and categorized in Table 22. Holland codes were also assigned to each of the job preferences to categorize them into six occupational groups, Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C). Table 22 shows these results with comparisons to current and past jobs.

Table 22

Reported Jobs Wanted

Jobs	# of Times Reported	Jobs	# of Times Reported
Custodian	17	Grocery Stocker	1
Cook	15	Ambulance Driver	1
Counselor	13	Youth Worker	1
Secretary	12	Stock Room Clerk	1
Carpenter	11	Truck Driver	1
Mechanic	10	Zoologist	1
Electronics Technician	10	Medical Dispatcher	1
Clerical Worker	8	Animal Raiser	1
Computer Operator	6	Restaurant Worker	1
Construction Worker	5	Child Psychologist	1
Assembly Worker	5	Machine Operator	1
Social Worker	5	Laundry Worker	1
Child Worker	4	Key Punch Operator	1
Heavy Equipment Operator	4	Radio Operator	1
Auto Body Repairer	4	Warehouse Worker	1
Silversmith	4	Lawyer	1
Welder	4	Filing Clerk	1
Teacher	4	Wood Worker	1
Day Care Worker	4	Fireman	1
Medical Technician	3	Auto Upholstery Worker	1
Office Worker	3	Appliance Repairer	1
Nurse Aid	3	Fencer	1

Table 22 (Continued)

Reported Jobs Wanted

Jobs	# of Times Reported	Jobs	# of Times Reported
Draftsperson	3	Forestry Technician	1
Store Clerk	3	Hair Dresser	1
PBX Operator	3	Computer Technician	1
Babysitter	2	Senior Citizen Worker	1
Cashier	2	Surveyor	1
Law Enforcement Officer	2	Bookkeeper	1
House Painter	2	Minister	1
Financial Administrator	2	Laborer	1
Accountant	2	Stewardess	1
Typist	2	Public Relations Worker	1
Dental Assistant	2	Security Guard	1
Sewer	2	Teacher Aid	1
Plumber	2	Employment Service Worker	1
Business Owner	2	Photographer	1
Artist	2	Maid	1
Dishwasher	2	Food Processor	1
Industrial Arts Teacher	1	Physical Therapist	1

Table 23

Wanted, Current and Past Jobs Categorized into Six Holland Classifications

Holland Classification	% of Jobs with First Letter Classification			
	Wanted	Current	Last	Second to Last
Realistic Occupations	57%	79%	51%	55%
Social Occupations	18%	14%	17%	20%
Conventional Occupations	14%	7%	10%	11%
Enterprising Occupations	6%	0%	16%	7%
Artistic Occupations	3%	0%	1%	2%
Investigative Occupations	2%	0%	5%	5%

Job Search Activities

The interviewees were asked if they were presently looking for jobs and 45% said that they were trying to find employment. Twenty-one percent of those looking for jobs said that they search daily, 46% reported weekly, 25% of the individuals reported that they search monthly for jobs, and 8% didn't report. When asked how long they have been searching for a job, 13% said for less than a month, 44% said between one month and a year and 31% said that they have been looking for over a year, and 12% did not report.

Reasons for Difficulty Finding Jobs

The interviewees were asked to respond to several problems associated with securing employment and their responses are in Table 24. The individuals were asked an open-ended question concerning other problems that they have encountered in trying to find jobs and the results are in Table 25.

Table 24

Problems Finding Jobs

Problems	Yes	No	Not Reporting	Rank
No Jobs Available	58%	36%	6%	1
Lack Right Job Skills	50%	44%	6%	2
Because of Disability	47%	47%	6%	3
Lack Know. App./Res.	31%	63%	6%	4
Not Given Fair Chance	29%	65%	6%	5
Lack Job Search Skills	22%	71%	7%	6
Lack English Skills	12%	80%	8%	7

Table 25

Other Problems Finding Jobs

Other Problems	# of Times Reported
Transportation	66
No Money	25
Lack Education and Training	7
Dependent Children/Family Members	5
Lack Appropriate Clothes	3
No Telephone	2

Willingness to Relocate for Employment

The interviewees were asked if they would be willing to relocate permanently to another city to obtain employment. Fifty percent of the individuals said that they would be willing to relocate to another city for employment, six percent did not respond. Table 26 shows the places that the persons said that they were willing to relocate to.

Table 26

Places Willing to Relocate to For Employment

Location	# of Times Reported	Location	# of Times Reported
Albuquerque, NM	21	Portland, OR	1
Anywhere	17	Washington, D.C.	1
Sante Fe, NM	6	Somewhere in Calif.	1
Gallup, NM	3	Somewhere in Colo.	1
Somewhere in Arizona	3	Out of State	1
Somewhere in New Mexico	2	Winslow, AZ	1
Alamogordo, NM	1	Kingman, AZ	1
Carlsbad, NM	1	Phoenix, AZ	1
Los Alamos, NM	1		

Vocational Interests

The interviewees were asked to identify job related activities that they would most like to do. The job activities that the individuals were asked to respond to were selected with reference to Holland's typology of personality types: Realistic (R); Investigative (I); Artistic (A); Social (S); Enterprising (E); and Conventional (C). There were four possible activities to respond to corresponding to each personality type. They were given one point for each activity checked, thus the total possible points for each Holland category was four. The results are reported in Table 26. Two persons in the sample did not respond to this item.

Table 27

Reported Vocational Interests

Vocational Interests	Mean	Standard Deviation	Rank
Realistic Activities	2.01	1.50	1
Social Activities	1.99	1.35	2
Artistic Activities	1.90	1.45	3
Investigative Activities	1.34	1.19	4
Conventional Activities	1.33	1.46	5
Enterprising Activities	1.28	1.28	6

Work Values

The interviewees were asked to respond to six questions that reflected values that were important to them to be satisfied while working on a job. The questions related to the following values: (a) individual vs. group orientation to work; (b) variable job responsibilities vs. constant job responsibilities; (c) authority role vs. subordinate role at work; (d) importance of financial compensation from work vs. working in desirable community; (e) work that is secure vs. work that is satisfying; and (f) importance of low salary and more time with family vs. high salary and less time with family. The results are presented in Table 28.

Table 28

Reported Work Values

Values				Not Reported
Individual Orientation to Work	(32%)	VS. Group Orientation to Work	(56%)	5%
Variable Job Responsibilities	(69%)	VS. Constant Job Responsib.	(16%)	10%
Authority Role at Work	(23%)	VS. Subordinate Role	(57%)	9%
High Paying Job	(26%)	VS. Living in Desirable Comm.	(63%)	9%
Job Security	(20%)	VS. Job Satisfaction	(68%)	10%
Time with Family	(55%)	VS. High Paying Job	(32%)	10%

Note. The questions were meant to be answered in forced choice fashion (either/or). Some respondents answered both choices for certain questions. Thus, the percentages in the table for each question do not result in totals of 100%.

DISCUSSION

This section is organized into the following sections; (a) discussion of the methods used in the project, (b) discussion of the results and (c) recommendations for continuing activities.

Discussion of the Methods Used in the Project

Development of the Interview Form

A great deal of time and effort went into the development of an interview form that would generate information that would serve several purposes. Input was obtained from key persons who had direct and indirect involvement in the project. The interview form did appear to generate information that was useful for the various project purposes. However, ownership of the interview form was not totally shared by all those involved in the project. The first step of the development of the interview form was to create a first draft that would provide a tangible product that could be easily reviewed by those in the project. The first step did accomplish what was expected. But, the first draft did set a style and format that remained relatively constant throughout the subsequent revisions. A possible alternative first step of the development of the interview form could have been to form a work group who would create a first draft of the interview form. The work group could have been comprised of rehabilitation counselors from DVR, rehabilitation technicians from AIPC and researchers from NARTC. This approach would have been time consuming and costly but may have assured more total ownership by those involved in the project.

Selection of the Rehabilitation Technicians

One of the most important tasks of the project was to hire indigenous individuals to carry out the activities of the grant. The excellent performance by the AIPC Coordinator and Rehabilitation Technicians was, unquestionably, critical to the successful comletion of the project. They were culturally sensitive and knowledgeable and were able to bridge language gaps when necessary. Just as important, the AIPC Coordinator and Rehabilitation Technicians possessed sincere caring attitudes and demonstrated effective helping skills toward persons with disabilities.

The group of Rehabilitation Technicians were comprised of both individuals who were already employed as Community Health Representatives (CHRs) and others who were not employed with any tribal programs. Some of the Technicians who were not associated with specific tribal programs did express some difficulties with the process of identifying and interviewing persons with disabilities. The CHRs were working within a system that was in place to facilitate the process. For the most part, however, the non-CHR Technicians seemed able to achieve success in their responsibilities. Their success was partially dependent upon establishing working relationship with CHRs and other tribal representatives in their areas. Thus, in order for a non-CHR Technician to be effective, they need to gain the cooperation of other tribal human service workers such as CHRs, alcohol counselors, and mental health workers.

Rehabilitation Technician Training

Many of the trainees had prior experience working with people who had disabling conditions. For those trainees who did not have previous experience and therefore prerequisite knowledge, the training was more

difficult, especially the information related to disabling conditions. As with most short-term training, it would have been better to have more training and more time for participants to digest and integrate the information presented. However, the training did seem to prepare the Technicians to obtain comprehensive information from the interviewing process.

Following the first week of training for seven Technicians and the Project Coordinator, five additional Technicians were hired to participate in the project. The new Technicians participated in the second training session which covered information that was more relevant for persons who had completed the first session. The new Technicians received first session information in a third session. The overall training would have been more effective if all the trainees would have gone through the training following the developmental process that was originally planned.

DISCUSSION OF THE RESULTS

Limitations to the Data Base

Information about disabling conditions and rehabilitation needs was analyzed for 117 Pueblo residents with disabilities. The group of residents reported tribal affiliation with 15 Pueblo tribes and six tribes outside of New Mexico. The data generated from the interviews is comprehensive and does cover a wide range of disabling conditions and demographical factors. The data base has use for the purposes of rehabilitation planning. However, since the interview information is based upon individuals who volunteered to participate, the findings cannot be generalized to all Pueblo residents who are disabled. It would not be

advisable to use this data base alone for estimating incidence and prevalence of disabling conditions among Pueblo people. In addition, with any interview methodology to gather data, there will be some degree of limitations associated with inter-rater reliability and variability among the interviewers as to the accuracy of the information obtained. Some interviewers were more thorough and accurate than other interviewers. The information obtained in the interviews was self reported by the interviewees. Some interviewees also provided more accurate information than others.

To be sensitive to the rights of the interviewees, the Technicians were instructed to tell the those interviewed that they had a right not to provide information in which they were uncomfortable in sharing. This factor in concert with the anticipated variability in accuracy of information from the Technicians and those interviewed, resulted in less than complete data in certain information categories. For example, tribal affiliations were not reported for four individuals.

Discussion of General, Social and Economic Information

Tribal affiliation. The investigators were advised from the beginning of the project that certain tribes would be more open to involvement in the project when compared to other tribes. The majority of those interviewed reported tribal affiliations of Isleta, Zuni, Laguna, Santa Clara, Zia, and Taos. We do not have enough information to conclude that a lack of "openess to the project" was the reason that less people were interviewed from other tribes. In addition, some Technicians were more active than others in the identification of persons to interview.

Nevertheless, more active involvement is needed with other tribes to identify persons who may want rehabilitation services.

Communication and transportation needs. Just over half of those interviewed reported having telephones. While the use of a telephone is standard procedure for most service providers, it is not for a large number of Pueblo residents in this sample. The majority of those interviewed did not have drivers licenses (56%) nor own automobiles (65%). Considering the long distances between Pueblos and rehabilitation services, limited communication and transportation capabilities present significant potential barriers to successful rehabilitation efforts. This could very well result in unsuccessful case closures for "failure to cooperate".

Use of native language and English. The majority of those interviewed reported that they use English to read, write and communicate. The majority also reported that they actively use their native language. The language reported to be the most used in their communities was their native language and 41% use their native language most in the home. Nearly one third of those interviewed requested that the interviewer use their native language. The use of native languages is a functional mode of communication used by persons in this study. The effectiveness of rehabilitation services may be enhanced if mechanisms were in place to allow certain Pueblo persons to use their native language to communicate during various phases of the rehabilitation process.

Relatives living with the interviewees. The majority (60%) of those interviewed reported living in homes with relatives other than a spouse or children. Decisions made by clients that influence vocational rehabilitation services may be made with consideration given to how the decisions will effect extended family members.

Previous Places of Residence. The majority (63%) of persons in the study sample reported that they have lived in other cities, for the most part in New Mexico. Many of those who moved back to a Pueblo reported that they did so because of cultural, family, economic and personal reasons. The individuals' ties to their Pueblos appear to have a strong socio-cultural foundation which may be more important than what they experienced in other cities.

Economic information. A high number (73%) of those interviewed reported that they did not have enough money to live on. Many reported sources of income from other family members and public assistance programs. The majority reported that they did not have medical insurance coverage. With limited financial resources, the individuals may have be more restrained from accessing resources and services that can help them with their situations. A lack of medical insurance coverage may have the affect of restricting the medical service options which are potentially available to the individuals in the sample.

Discussion of Disability and Services Information

Resources used for disability assistance. It is clear from the results that IHS was the primary resource used to obtain services. The individuals in the sample appear to be relying heavily on IHS for services and are not accessing other services for disabilities. Those that did use other services tended to go off the reservation to obtain them. Isolation of people living in the Pueblos resulting from limited transportation capabilities and financial resources may interfer with individuals accessing a wide range of services which are often off the reservation.

Information sources used to find help for disabilities. Again, IHS was the most used source of information to find out about help for disabilities. The next two most used sources were from an informal network, family and friends. In addition to public relation efforts with IHS, Pueblo residents would be useful advocates to disseminate information about available services. It is clear that every effort should be made to work with IHS officials to assist in coordinating information and services that will assist persons with disabilities.

Reported help needed for disabilities. Many of the services that were reported to be needed by the individuals in the sample were services that may not be available within the Pueblos. The need for counseling and educational services were the services most identified. It would appear that individuals are needed who act as coordinators and advocates of services for Pueblo persons who are disabled.

Discussion of Educational Information

Educational levels. As a whole, the group of individuals had been reasonably active in educational pursuits. The majority (63.50%) had completed high school or obtained a GED certificate. Several had received technical/trade school (34%) and college (23%) education. A high number of individuals (89%) reported that they wanted more education. The individuals appear to place a high value on the benefits that can be derived from more education. Thus, educational training as it relates to vocational goals may be a strong motivating factor for these individuals to partake in rehabilitation services.

Relocation for more education. The majority (54%) of individuals said that they would be willing to relocate for more education. Most

would relocate within New Mexico and specifically Albuquerque. Twenty individuals were willing to relocate out of state or "anywhere". Other factors already discussed need to be considered that could affect actual relocation efforts for more education such as socio-cultural ties, economic situation and transportation needs. It is possible that many of those who reported a willingness to relocate were considering relocation for a short-term duration.

Discussion of Employment Information

Employment histories. Most of the individuals were not currently working. The reported salaries of those working were quite low. The average salaries for the individuals on their last job and second to last job were also low, both were reported to be less than $8,000.00 a year. The average length of duration for the individuals on their last job and second to last job was less than two years. The primary reasons that were reported for leaving past jobs related to having jobs that were unstable. For the most part, the individuals in the sample appear to have a history of working in secondary labor market jobs with little opportunities for upward mobility, high salaries or job tenure.

Classifications of wanted, current, and past jobs. Using Holland's occupational classification system, the jobs held by those interviewed were compared to jobs held by persons in the U.S. labor force. Those in the study sample tended to have more job experience in Realistic and Social occupations and less experience in Enterprising and Conventional occupations. Similarly, the individuals expressed much higher job preferences toward Realistic and Social occupations then toward Enterprising occupations. There is less variability of job experiences or

vocational interests among the group when compared to the total labor force. This could have the effect of limiting individuals to make vocational choices without considering a wide range of occupational possibilities.

Job search activities. Less than half of the individuals in the sample said that they were presently looking for work. Of those individuals, 31% had been looking for over a year. The most commonly reported difficulties in finding work were there were no jobs available, the individuals lacked the right job skills and there was a lack of transportation. It seems clear that limited labor markets, job skills and isolation from other more opportunistic labor markets are inhibiting these individuals from securing work. Similar to education, a little over half of the individuals said that they were willing to relocate to another city for employment. But the same factors that would influence relocation for education would most likely also inhibit relocation for employment.

Reported work values. The individuals reported that living in a desirable community and having time to spend with family was more important than having a high paying job which supports other information that demonstrates strong ties to their socio-cultural environment.

Recommendations for Continuing Activities

As a major outcome of the Project described previously, information in addition to the respondent survey data was obtained from various individuals and groups throughout the Project period and was synthesized in order to provide recommendations to the New Mexico DVR for future planning and implementation of an effective service delivery model for the Pueblo communities. Four key meetings were held during the Project period. Three are described in the methodology; that is, the meetings

with key cultural informants, the DVR supervisors and counselors, and the Rehabilitation Technicians, which were conducted in order to receive input and feedback on the design of the survey instrument, as well as the participant' perception of the major barriers to service delivery for Pueblo individuals who are disabled.

A fourth meeting was conducted at the end of the Project period in order to facilitate a dialogue between the AIPC Project Coordinator and Rehabilitation Technicians associated with the Project and DVR administrators, supervisors and counselors regarding future needs and recommendations. A total of 30 participants attended the meeting (eleven individuals from the Pueblos and 19 individuals representing VR). Preliminary data from the study was presented at the meeting and represented a summary of selected variables with a limited sample.

Based on the input from the key cultural informants, VR counselors, Rehabilitation Technicians, and preliminary data, five categorical issues were identified and utilized as the focus of small and large group discussions. The five categories were: (1) communication needs; (2) availability of jobs; (3) transportation issues; (4) relocation issues; and (5) resource needs. Small group discussion was conducted in order to identify specific problems within each of the five categories as it effects service delivery, with a second small group discussion session conducted in order to delineate recommendations for the future. The recommendations for improving the service delivery system for Pueblo individuals who are disabled and increasing state responsiveness to their needs is presented below.

Communication Needs

The most frequently identified problem for effective VR service delivery to the Pueblos was the lack of a communication system between individuals from the Pueblos and state DVR staff. The cultural uniqueness of the Pueblo communities and the Pueblo people as potential VR clients appears to represent a major barrier to effective service delivery within a traditional VR model of services. The communication barrier is manifested at both the individual and community levels. For the individual, communication problems can consist of the misinterpretation of information provided due to language differences or lack of familiarity with the technical terminology used by VR counselors. Differences in the style of communicating between the Pueblo individual and the VR counselor may result in misunderstandings of client needs and VR service options, resulting in unsuccessful service delivery. It was also noted that VR counselors might benefit from an increased and continuing understanding of the Pueblo culture and issues that effect their successful interaction with Pueblo clients.

At the systems level, recognition of the influence of the tribal government upon the daily lives of the Pueblo people appears to be paramount. Most of the Pueblo participants agreed that Pueblo leaders needed to be informed not only about VR services, but also about disabling conditions and their impact upon individual lives. In all of the Pueblos, service delivery can be enhanced by on-going, consistent communications with tribal leaders and influential tribal members.

Recommendation #1. It is strongly recommended that the New Mexico DVR seek to continue the effective liaison between the Pueblos and VR counselors through a continued and expanded role for Rehabilitation Technicians. Local, bilingual Rehabilitation Technicians should be employed through an appropriate mechanism in order to provide direct contact with clients in the Pueblos to disseminate information regarding VR, provide translation activities, transportation services, client advocacy, interagency coordination of services, on-going contact with tribal leaders, and other services as deemed appropriate and necessary.

Recommendation #2. It is recommended that the New Mexico DVR develop and implement an awareness program in the Pueblos regarding the rights and needs of Pueblo individuals who are disabled. The intent of this activity is to increase the level of knowledge about disabling conditions among tribal leaders, schools and community people in order to secure support for improved rehabilitation services for disabled people. It is recommended that the Rehabilitation Technicians be utilized to identify and arrange meetings with key Pueblo leaders for this activity, and that it be conducted in the Pueblos.

Recommendation #3. It is recommended that the New Mexico DVR plan and implement a series of meetings that would provide information to the VR counselors regarding the Pueblos and their unique cultural characteristics in order to improve the counselor's effectiveness in working with the Pueblo people. The Rehabilitation Technicians could be utilized in this training.

Availability of Jobs

The availability of jobs was reported to be in critical shortage. The reports of the participants were consistent with that reported by the

survey respondent themselves. There appears to be high variability across the Pueblos as to the type and number of jobs available. However, as with many rural economies, scarce jobs tend to be filled by able-bodied individuals. This would also seem consistent with the perception that Pueblo individuals would benefit from increasing their knowledge about disabling conditions and the potential for employment of individuals with disabilities.

The Pueblos geographically located near the large urban area of Albuquerque have the advantage of a larger labor market. Many jobs, however, appear to be temporary or seasonal. Economic development remains a major concern.

Recommendation #4. It is recommended that New Mexico VR identify major employers in the Pueblos and then conduct an educational awareness program, in conjunction with the Pueblo tribal leadership, targeted at potential employers. Such a program would be modeled after similar existing programs for employers in general, but would need to be modified to be responsive to the unique characteristics of the Pueblo culture and the Pueblo economies. Job development activities should be creative and conducted as a joint activity between New Mexico DVR and the tribal Pueblo governments. Other state and local resources such as the Job Service, JTPA and rehabilitation centers should be included in the process of creative job development.

Transportation Issues

The major concerns regarding problems in client transportation needs are directly related to the rural, isolated nature of the Pueblos, a lack of public transportation alternatives, and client access to private means

of transportation. The participants at the meetings reported similar problems as identified by the survey respondents.

Recommendation #5. It is recommended that the New Mexico DVR counselors adopt a strategy of interaction with the Pueblos that results in a consistent and predictable schedule of on-site "office" hours in order to facilitate access by the Pueblo people to the VR counselor. The predictable schedule of visits would also allow the Rehabilitation Technicians to arrange and facilitate transportation activities for the clients or secure similar benefits from other local agencies to meet transportation needs. Stable and reliable transportation systems from the Pueblos to rehabilitation resources and services off the reservations is of utmost importance. One strategy that was identified at the year end meeting was to train rehabilitation clients to be self-employed as transportation providers. Another suggestion was for DVR to establish cooperative transportation systems with other state agencies who also experience transportation problems in the effective delivery of services.

Relocation Issues

Issues related to the client's willingness to relocate to urban areas for training and employment appear to be associated with a strong cultural and familial influence on the individuals. Many individuals do not wish to live away from their familial support system. In addition, the participants indicated that a lack of information on the client's part regarding the resources and employment options available in the urban areas prevent many from relocating. The relocation issue becomes an issue in part because of the poor economy of the Pueblos and the unavailability of employment and training options. No specific recommendation was generated by the group at this time.

Resource Needs

Two major concerns emerged from the meetings regarding resource needs. First participants indicated that there was a general lack of knowledge regarding what resources were available. This appeared to be both on the part of the client and the VR counselor. Secondly, the resources available seem to not coordinate effectively with one another, which can result in an underutilization of services. The various tribal programs and multiple service agencies providing services on or to the Pueblos may not be maximizing scarce resources through coordinated efforts. This may result in inefficiency and a lack of appropriate service delivery.

A common concern was voiced several times during the project by Pueblo and DVR participants. The concern related to whether the services and project initiatives would continue after the project was completed. Individuals expressed the need to establish mechanisms that would assure long-term commitments to improve services to Pueblo residents with disabilities. These commitments will not only require the cooperation of professionals from the Pueblos and DVR but also other service providers.

Recommendation #6. It is recommended that community councils be established within the Pueblos that have representation from state and local service providers, tribal officials and consumers of services. The purpose of these councils would be to establish systems to coordinate services and to continue the process to develop strategies to improve rehabilitation service within the Pueblos. In some Pueblos, councils with related or shared purposes may already exist such as through the CHR systems or special education programs. Participation by others could be requested or recommended to assure the involvement of professionals who

represent a full range of services which cover the life-span of persons with disabilities.

APPENDIX A

Interview Format

AIPC PROJECT
Rehabilitation Counselor Input Form

Date: _____ Location: _____

Names of Participants

_____ _____ _____

_____ _____ _____

_____ _____ _____

1. What are the major barriers to effectively provide services to Native Americans?

2. What information will be the most useful to you, from the interviews that are conducted, to make eligibility decisions and begin planning for rehabilitation?

Information for eligibility determination: _____

Information for rehabilitation planning: _____

3. During an intake interview with a Native American, what are sensitive questions that may not illicit open responses?

4. What have you found to be useful techniques to facilitate open communication when interviewing a Native American client?

5. We will be training Native American paraprofessionals to conduct comprehensive interviews with disabled parents. What topics are important to include in the training to enhance the effectiveness of the paraprofessionals to conduct the comprehensive interview?

6. Other Input: _____

APPENDIX B

Cover Letter

Northern Arizona University
NATIVE AMERICAN
RESEARCH and TRAINING CENTER

MEMORANDUM

TO: New Mexico Rehabilitation Counselors

FROM: Bill Martin
Native American Reserach and Training Center

DATE: January 13, 1986

RE: Comprehensive Interview Form Draft

Attached is a draft of the interview form that the AIPC Rehabilitation Technicians will be using to interview Pueblo residents who are disabled. The form must be comprehensive so that it covers information that will be useful to AIPC, DVR, and NARTC. It also should be functionally understandable and culturally sensitive.

The form has been reviewed by NARTC staff, AIPC staff and DVR administrators and modifications have been made. We would also like for each of you to review the form and make suggestions to improve it. Please write your suggestions directly on the form and mail it back to me by January 31, 1986. We appreciate your cooperation.

William E. Martin, Jr., Ed.D., CRC
Associate Professor of Research
Native American Research and Training Center
Institute for Human Development - Box 5630
Northern Arizona University
Flagstaff, Arizona 86011

WEM/sh

enclosure

APPENDIX C

Summary of Supervisors and Counselors Input

PUEBLO INDIAN VOCATIONAL REHABILITATION SERVICES STUDY

Supervisor and Counselor Input Summary

Question 1. What are the major barriers to effectively provide services to Native Americans?

Barriers	Frequency	Rank
Transportation	6	1
Unwillingness to Relocate	5	3
Lack of Community Resources	5	3
Lack of Communication Between DVR and Pueblos	5	3
Language Differences	4	5.5
Cultural Differences	4	5.5

Question 2. What information will be most useful to you, from the interviews that are conducted, to make eligibility decisions and begin planning for rehabilitation?

Information for Eligibility Determination	Frequency
Education	2
Work History	2
Functional Limitations	2
Vocational Training Background	2

Information for Rehabilitation Planning	Frequency
Work History	2
Reasonable Expectations of What DVR Can Do	2
Determination of Motivation & Abilities	2
Alcohol Use	2
Nature of Extended Family	2
On Site Work Adjustment Problems	2
Education	2

Question 3. During an intake interview with a Native American, what are sensitive questions that may not illicit open responses?

Sensitive Questions	Frequency
Financial Situation	3
Emotional Issues	3
Alcohol Use	3
Work History	2
Past Criminal Activity	2
In depth Information About Disabilities	2
Family Issues	2
Spiritual Life	2

Question 4. What have you found to be useful techniques to facilitate open communication when interviewing a Native American client?

Useful Techniques	Frequency
Interview with a Tribal Social Worker	3
Interview with a Local Individual	3
Be Provided with Local Space for the Interview	2
Have a Family Spokesperson at the Interview	2

Question 5. We will be training Native American paraprofessionals to conduct comprehensive interviews with disabled people. What topics are important to include in the training to enhance the effectiveness of the paraprofessionals to conduct the comprehensive interviews?

Important Topics For Training	Frequency
Training in Ethics	3
Eligibility Process and DVR Goals	3
Available Resources for Disabled Persons	3
Rehabilitation Process	3
Knowledge of On the Job Training	2
What DVR Can and Can't Do	2
Educational Opportunities	2
Methods of Vocational Exploration	2
Building Trust	2
What Pueblos can do to Facilitate the Process	2
Recognize Different Disorders	2
Awareness of Rehabilitation Centers & Workshops	2
Awareness of Other Facilities that are Available	2

APPENDIX D

Summary of Meetings within Pueblo Residents

PUEBLO INDIAN VOCATIONAL REHABILITATION SERVICES STUDY

Pueblo Residents Input

Summary

The following is a summary of recommendations that were obtained from Pueblo residents concerning effective implementation of the project and on beliefs that are held by Pueblo persons about disabling conditions.

Beliefs About the Causes of Disabilities

1. Parents believe that their children will 'snap' out of it. They believe that by being loving, accepting, and kind the disability will simply 'go away'. Parents are under the perception that "magic" will work, ie. they think their child will walk again.

2. Parents often believe that they are responsible for causing the disability. Another common belief is that God is responsible (strong Christian influence).

Treating Symptoms/Causes Choice of Treatment

1. Medicine men who provide services in clinics are used by some persons with disabilities. Involvement at this level appears to depend on the nature of the disability and a high degree of faith in the medicine man.

Decision making process

1. Do not create controversies within the clan, do not exceed clan boundries unless necessary.

2. If crossing Pueblos is necessary, there is a need for a common language.

3. Parents are expected to share responsibility for the decisions.
   Allow individual to speak for their own needs.
   Examine the individual needs of the identified person.

4. Include extended family members in the decision making process, with the primary concern being what is best for the child.

5. Mother will make the final decision, especially if the father is not present in the home.

6. Include a professional advocate who can provide information that will assist in the decision making process. It is important that this individual communicate in the family's native language.

7. Community Center: governing body must approve all activities on the Reservation.
   a. CHR could play the role of an advocate; they can encourage tribes to approve projects. Word could be spread door to door by officers.

8. Child needs to be an integral part of the family.

9. Parents generally go to their relatives first for advice.

Accessing Formal Support System

1. Multiple contacts from different people, different agencies leads to confusion. Make sure to clearly inform the clients of what the agencies involved in the project can provide in the way of services.

2. Must know the resources available in the Pueblos and who to contact to access the resources.

3. There is too much red tape involved with state programs and language differences confounds communication with state agencies. People may not respond to questionaire because they are tired of answering questions.

4. CHR's at local level need to know what's going on.

5. Some Pueblos do not coordinate services well with their Pueblos. Some do using an informal network. Santo Domingo has interagency meetings where tribal employees coordinate health programs.

6. IHS is not meeting all of the needs of disabled persons.

7. Be aware of tribal economic development programs such as those operating at Santo Domingo such as Tribal Work Experience (TWE) programs and Job Training Partnership Act Programs (JTPA).

8. Must have the support of the power structures of the tribes and councils. Clearly explain the benefits to tribal members. Don't promise more than you can deliver. Tribal resolutions in the community will spell out what project will do.

Values

1. There is a great deal of autonomy across families to make decisions.

2. Parents responsibilities are to their children and grandparents may pressure accordingly.

3. Breaking family ties is difficult. Community people will talk about it and grandparents will pressure.

4. Parents need to teach children to treat the handicapped equally.

5. Address tendency to ridicule and make fun of the disabled.

6. It is important that the disabled feel that they have a sense of purpose, that they can be useful and productive, and that they can participate in social events.

7. Family unit is important, individual may leave the home to look for work but are in most cases looking to return if possible.

8. The practice of native healing is considered a very private matter.

Attitudes

1. Existing attitudes toward the handicapped include; not being aware of the nature of disabilities and/or ignoring the disabled. A need exist to reinforce positive attitudes toward the disabled, such as, accepting the disability as it is and not hiding from it and focussing on the individuals abilities rather than their disabilities.

2. There is a fear of opening up to local people since everyone knows everyone else.

3. Parents may feel ashamed for or of their handicapped child.

4. Family members may be reluctant to share certain aspects of living with a handicapped child.

5. There exist a general attitude of feeling sorry for the disabled.

6. Some families refuse to take a handicapped child out in public.

7. Handicapped children are perceived as a burden to the family.

8. Generally there is little awareness of the negative attitudes parents have regarding the state and state agencies.

9. Parents and family members may deny existence of the disability. Care needs to be taken when approaching the family.

10. A common belief regarding the disabled is that they are not motivated to work.

11. Many of the disabled who have held previous jobs as laborers are unable to see themselves in any other kind of work.

Barriers

1. A common language is necessary to communicate and bring about change.

2. There is a need for local level advocates to initiate services, state VR services will not initiate services.

3. State regulations and red tape can limit services.

4. It is often necessary to make more than one contact with families since they may deny the existence of the disability or that they need any help at the initial meeting.

5. Service providing agencies may be geographically isolated from rural pueblos.

6. Territorial problems may exist for the service providing agencies. There may be competition for clients.

7. Clients may want to know immediately when they are going to receive services.

8. Historically a problem exist in that programs receive funding cuts or are eliminated all together.

9. If there is community funded work or programs available it is not uncommon for all of the disabled to sign up, especially the alcoholics.

10. High unemployment rate in the pueblos.

11. Lack of quality transportation system for the handicapped.

12. It is sometimes necessary to sweet-talk agencies into providing services.

13. A problem exist concerning a lack of access to physical therapist Those physical therapist who are available generally do consultation work and have little direct contact with the disabled.

14. Translating a native language accurately can be difficult since some languages do not have a written form.

15. There is a lack of adequate recreational activities and facilities in the pueblos.

17. Traditionally rural Native Americans may have a difficult time adapting to life in a community.

18. Lack of individual or personal transportation, such as automobiles, act as a barrier.

19. IHS has paid for only two to three medicine men in the last ten years.

20. Confidentiality is an issue among families with a disabled member. They fear that the paraprofessionals will gossip about the family condition.

21. The state DVR agency is not following up to determine if the needs of the family are being met.

Others,

1. Families and individuals must be approached from their perspective, ie. what is it that they see that they need or want.

2. Video taping the technicians for training purposes should not be a problem.

3. When appropriate, there is a need to have a referral form ready so that the client can sign it.

4. It is important to refer people to the appropriate resource and to follow through and insure that they make contact.

5. Don't pry into cultural aspects and beliefs, they may be unwilling to share this information.

6. Don't jeopardize relationship of technician with community by asking about native healing.

Interviewing Process

1. One will elicit more cooperation in regards to the interview if some services are already present in the community.

2. Historically, surveys and interviews have been done in the past and the targeted population saw no benefit. ie. nothing was provided and/or no services were made available.

3. Financial status is a particularly sensitive issue and many may be reluctant to talk about this.

4. The role of medicine men is also a very sensitive issue. Certain ceremonies are private and vary from pueblo to pueblo and even local indigenous people do not ask questions.

5. It is important to get the support of authority figures and those in positions of power.

APPENDIX E

Interview Instrument

April 15, 1986

Ms. Sherry Holland, Project Monitor
Department of Education
Division of Vocational Rehabilitation
604 San Mateo
Santa Fe, New Mexico 87503

Dear Sherry:

Following our training sessions and the follow-up of the first completed interviews, the rehabilitation technicians suggested some revisions to the interview form. The revised form is enlosed. Most of the changes were attempts to make the existing questions more clear. Two questions were considered to be too sensitive. One of the questions related to the use of alcohol and thus it was shortened. The other question related to religious activities and it was eliminated.

The development of the interview form turned out to be much more complex than I anticipated but most of the suggested changes have been valid which has resulted in a better instrument.

It was good seeing you last week. The presentation by Ross and you was very well received.

Sincerely,

William E. Martin Jr., Ed.D.

copy: Rita Lujan

NARTC/NAU 4/86

PUEBLO INDIAN VOCATIONAL REHABILITATION SERVICES STUDY
Interview Form

Interviewer's Name_____ Date Interview Completed_____

GENERAL INFORMATION

Name:_____ Age:_____

Address:_____ Date of Birth:_____

P.O. Box:_____ Marital Status:_____

_____Zip Code:_____ Tribe Affiliation_____

Telephone:_____ Social Security #:_____

(Please make a circle around the answers to the following questions.)

1. Do you speak English? Yes No

   If yes, can you use English to read and write? Read Write

2. How often do you use English during the day?

   Most of the time Some of the time Little of the time

3. Do you speak a Native language? Yes No What is the language

4. How often do you use your Native language during the day?

   Most of the time Some of the time Little of the time

5. Do you feel that you speak better in your Native language or English? Native Language English Same

6. Do you feel that you understand better in your Native language or English? Native Language English Same

7. What language is spoken most in your home?
   Native Language English

8. What language is spoken most with co-workers at work?
   Native Language English

9. What language is spoken most with supervisors at work?
   Native Language English

10. What language is spoken most in your community?
    Native Language English

11 Do you have a driver's licence? Yes No

If yes, do you drive your own car? Yes No

If no, what other means do you have for transportation? _____

DISABILITY INFORMATION

1. Describe your disability, illness or sickness.

a) General description: _____

_____

_____

b) When it began: _____

c) How it began: _____

2. Do you have any other disabilities, illness or sicknesses? Yes No

If yes, describe them. _____

_____

3. Are you currently taking any medication? Yes No

If yes, what kind and for what reason? _____

_____

4. Does your disability, illness or sickness bother you in the following activities?

a)	Reading	Yes	No
b)	Writing	Yes	No
c)	Seeing	Yes	No
d)	Hearing	Yes	No
e)	Speaking	Yes	No
f)	Remembering	Yes	No
g)	Use of arms	Yes	No
h)	Use of hands	Yes	No
i)	Walking	Yes	No
j)	Sitting	Yes	No
k)	Lifting	Yes	No
l)	Working on a job (such as working full-time, doing heavy work, not missing work)	Yes	No
m)	Taking care of self (such as dressing, bathing, toileting, shopping, cooking, eating)	Yes	No
n)	Getting along with people (such as keeping good relationships with family, friends, co-workers)	Yes	No

(If a yes answer is given to any item above, please write <u>how</u> and <u>when</u> it bothers in the space provided below. Also identify the letter of of the item._____

5. Is your disability, illness or sickness getting worse? Yes No

   If yes, how is it getting worse?_____

6. What kind of help do you need for your disability?

SERVICES INFORMATION

1. Have you received help for your disability, from any of the following persons or agencies?

			If Yes, How Long Ago?			If Yes, Where?	
	Yes	No	Currently	Within Last Year	More than 1 year ago	City	State
a) Private Medical Doctor	___	___	___	___	___	___	___
b) Indian Health Service	___	___	___	___	___	___	___
c) Psychologist	___	___	___	___	___	___	___
d) School	___	___	___	___	___	___	___
e) State Division of Voc. Rehab.	___	___	___	___	___	___	___
f) State Division of Dev. Disab.	___	___	___	___	___	___	___
g) State Division of Soc. Serv.	___	___	___	___	___	___	___
h) Mental Health Program	___	___	___	___	___	___	___
i) Social Security Admin.	___	___	___	___	___	___	___
j) Tribal Council Program	___	___	___	___	___	___	___
k) Alcohol Counseling Program	___	___	___	___	___	___	___
l) State Job Service Program	___	___	___	___	___	___	___
m) Tribal Job Trng. Part. Act	___	___	___	___	___	___	___
n) Bureau of Indian Affairs	___	___	___	___	___	___	___
o) Senior Companions Program	___	___	___	___	___	___	___
p) Veterans Affairs Adm.	___	___	___	___	___	___	___
q) Medicare/Medicaid	___	___	___	___	___	___	___
r) Other	___	___	___	___	___	___	___
	___	___	___	___	___	___	___
	___	___	___	___	___	___	___
	___	___	___	___	___	___	___

2. Referring to the list of services that you just went over, provide more specific information about the first 3 persons or agencies that a yes answer was given for. Remember to start at the top of the list.

a) Person's Name Who Helped You:_____

Person's Title:_____

Agency Name:_____

Agency Location:_____

When did you first go? month____ year____

When did you last go? month____ year____

How many times have you gone in the _____ week, _____ month, _____ year?

What did the person say your disability was?_____
_____
_____

What did they do to help you?_____
_____
_____

Were the services helpful? Yes_____ No_____ Explain:_____
_____
_____

b) Person's Name Who Helped You:_____

Person's Title:_____

Agency Name:_____

Agency Location:_____

When did you first go? month____ year____

When did you last go? month____ year____

How many times have you gone in the _____ week, _____ month, _____ year?

What did the person say your disability was?_____
_____
_____

What did they do to help you?_____
_____
_____

Were the services helpful? Yes_____ No_____ Explain:_____
_____
_____

c) Person's Name Who Helped You:_____

Person's Title:_____

Agency Name:_____

Agency Location:_____

When did you first go? month____ year____

When did you last go? month____ year____

How many times have you gone in the last _____ week, ____ month, _____ year?

What did the person say your disability was?_____
_____
_____

What did they do to help you?_____
_____
_____

Were the services helpful? Yes_____ No_____ Explain:_____
_____
_____

3. What are you doing now to help with your disability? (prefered types of treatment)
_____
_____

4. Have you ever had work or family problems that resulted from the use of alcohol? Yes _____ No _____

5. Which two recources, from the following list, have given you the most information about services that can help you with your disability? (Circle the two that give the most information).

Newspaper Radio TV Friend Relative School

Tribal Council Member Indian Health Services Religious Worker

Other: _____

EDUCATIONAL INFORMATION

1. Please answer the following questions about your past education.

Last Name & City/State	Date of Grade Completed	Last Grade Completed	How Well Did You Do? (Above Average, Average, Below Average	Area of Study or Favorite Subj.	Diploma or Certificate
Elementary School	XXXXXXXXX XXXXXXXXX XXXXXXXXX XXXXXXXXX	XXXXXXXXX XXXXXXXXX XXXXXXXXX XXXXXXXXX			XXXXXXXXXXX XXXXXXXXXXX XXXXXXXXXXX XXXXXXXXXXX
High School					
Technical/Trade School					
College					
Other (for example GED, apprenticeships, on the job trng.					

2. Were you in special education classes or a resource room in elementary school or high school? Yes No
   If Yes:
   a) What grades? _____
   b) For what subjects? _____

3. Were you in the military? Yes No
   If Yes, what were you trained to do? _____
   _____

4. Would you like to receive more education? Yes No
   If Yes, in what areas? _____
   _____

5. Would you relocate to a city to receive additional education or vocational training? Yes No
   If Yes, Where? _____

SOCIAL INFORMATION

1. Do you have children? Yes No
   If yes:

Male or Female?	Age
_____	___
_____	___
_____	___
_____	___
_____	___

2. Do any of your other relatives live with you? Yes No
   If yes (mark a check):

   Parents_____ Brothers_____ Sisters_____
   Grandparents_____ Aunts_____ Uncles_____

3. Do any of your relatives have disabilities or illnesses? Yes No
   If yes, explain_____
   _____
   _____
   _____
   _____

4. Regarding where you live:

   a) Is it a house or an apartment? House Apartment Other

   b) Do you own, rent or live with someone else?

      Own Rent Live with Someone

   c) How long have you lived there? _____years or _____months or _____ weeks

   d) Are you satisfied with where you live? Yes No
      Explain:_____

5. Have you ever lived in a Pueblo or city other than where you now live?
   Yes No

   a) If yes, where?_____

   b) What were the reasons for moving back where you now live?_____
      _____

6. What do you do for relaxation or fun?

   1)_____ 2)_____
   3)_____ 4)_____

7. Do you participate in any of the following activities:

a) community activities (i.e. tribal or educational) Yes No
explain _____

b) volunteer activities Yes No
explain _____

ECONOMIC INFORMATION

1. Please answer if you receive income from any of the following sources:

	Yes	No
Your salary		
Your spouses salary		
Other Family salary		
Supplementary Security Income (SSI)		
Social Security Dis. Income (SSDI)		
Aids to Families for Dep. Children (AFDC)		
Workmen's Comp.		
Pension		
Gen. Assistance		
Military Benefits		
Other		

2. Is your income enough to live on? Yes No

Explain_____

_____

3. Do you have medical insurance? Yes No

If yes, what kind of coverage?_____

_____

1. EMPLOYMENT INFORMATION

Please answer the following questions about your past work experiences starting with your most recent job.

Name of Employer	Location	Dates of Employment	Hours per week	Salary per month	Job Title	Job Duties	Reasons for Leaving	Did you get along with: Co-workers Supervisors

2. What are your best job related skills?_____
_____
_____
_____

3. What kinds of jobs would you most like to have?

a) first choice_____
b) second choice_____
c) third choice_____
d) fourth choice_____
e) fifth choice_____

4. Have you been looking for a job? Yes No

If yes, how often do you look? Daily Weekly Monthly

If yes, how long have you been looking? ____weeks
_____months _____years

If yes, who have you contacted? _____

5. Have you had any problems finding a job for any of the following reasons?

a) Because of your disability? Yes No

If yes, explain_____

b) Because you don't have the right job skills that are needed? Yes No

If yes, explain_____

c) Because there are no jobs available where you live? Yes No

If yes, explain_____

d) Because you don't know the best ways to look for jobs? Yes No

If yes, explain_____

e) Because you don't know how to best fill out application forms, resumes and interviews for jobs? Yes No

If yes, explain_____

f) Because employers do not give you a fair chance? Yes No

If yes, explain_____

g) Because your English is not good enough to get a job? Yes No

If yes, explain_____

h) What other reasons make it hard for you to find a job? (e.g. clothes, no money, no transportation)_____

_____

. Would you relocate permanently to a city if you found a good job? Yes No

If yes, where would you be willing to move to?_____

_____

7. Please identify which of the following job related activities that you would most like to do: [Start with column (a), then (b), (c) and (d)]

(a)	(b)	(c)	(d)
Fix mechanical things	Build w/ wood	Work w/ tools	Drive cars or trucks
ead scientific books	Work w/ numbers	Write reports	Understand how & why things work
raw or photograph pictures	Read stories	Sing a song or play music	Make art object
o to religious activity	Help others w/ problems	Take care of children	meet w/ other people
ead other people	Discuss politics	Work in a business	Sell something
Type paper or letters	Keep records of expenses	Work w/office machines	File letters, reports, or records

. Please identify which of the following are important to satisfy you while working on a job.

a) Would you rather: Work primarily by yourself OR Work closely with other co-workers

b) Would you rather: Do something different each day at work OR Do the same thing every day

c) Would you rather: Direct co-workers how to work OR Be directed by others on how to work

d) Would you rather: Have a high paying job & live in a place you don't consider home OR Have a low paying job & live in a place you most want to live

e) Would you rather: Work at a job that will last for a long time but it is not your favorite kind of work OR Work at a job that may not last for very long but it is your favorite kind of work

f) Would you rather: Get a low salary but have all the time you want w/ your family OR Get a high salary but have less time w/ your family

APPENDIX F

Project Information Form

PUEBLO INDIAN VOCATIONAL REHABILITATION
SERVICES STUDY
All Indian Pueblo Council

Project Information

The All Indian Pueblo Council has contracted with the New Mexico Division of Vocational Rehabilitation to identify ways to improve Vocational Rehabilitation services to disabled individuals living within the 18 New Mexico Pueblos. The objectives of the project are to:

(1) Compile information which identifies the need for Vocational Rehabilitation services for disabled persons living within the Pueblos.

(2) Conduct a study of agencies that provide services to disabled individuals living within the Pueblos.

(3) Provide information to agencies working with disabled Pueblo individuals in order to enhance appropriate referrals and coordination of services.

(4) Increase referrals of disabled persons living within the Pueblos to the New Mexico Division of Vocational Rehabilitation.

What will happen if you consent to be interviewed by an AIPC Rehabilitation Technician working as part of this project?

(1) A Rehabilitation Technician will contact you to set up a time and place to meet with you.

(2) During this meeting, which will last about 2 hours, the Rehabilitation Technician will explain the project purpose to you and then conduct an interview with you. The interview will cover information about your disability, services that you have received for your disability and social, educational, economic and vocational information. The information will be of a personal nature and you have the right to not answer certain questions and to stop the interview at any time.

(3) After the project interviews have been explained to you, the Rehabilitation Technician will ask you to sign a consent form to release the completed Interview Form to the New Mexico Division of Vocational Rehabilitation. You will also be asked to sign a consent form to allow AIPC and the Native American Research and Training Center at Northern Arizona University to use the information to conduct research into the needs of disabled Pueblo residents. Signing these forms will indicate that you understand how the information you provide will be used, and that you agree to participate in the interview.

(4) If you consent to have the completed Interview Form sent to the New Mexico Division of Vocational Rehabilitation, they will begin a process to determine if you are eligible to recieve their services. A Counselor from the Division of Vocational Rehabilitation will contact you to tell you about the process to receive services. While there is no guarantee that you will receive services it is the first step to see if you are eligible to receive services.

(5) If you consent to allow the completed Interview Form to be used by AIPC and the Native American Research and Training Center, the information will be used only for research purposes and information will be reported as group data. No names or identifying information will be used in the analysis or in reporting the information.

(6) You can consent to have the information on the Interview Form used for either or both of the purposes stated above. If at the end of the interview you decide that you do not want the information used for either purpose, the Rehabilitation Technician will leave the completed Interview Form with you to keep. The Rehabilitation Technician will contact you within one week to see if you have reconsidered your decision to release the information for either or both purposes.

What are the benefits and risks of granting to participate in this project?

If you consent to have the Interview information sent to the New Mexico Division of Vocational Rehabilitation, you may be found eligible to receive services that will assist you with your disability. It is not guaranteed, however, that you will be determined eligible and thus you may not receive any services.

If you consent to have the Interview information used by AIPC and the Native American Research and Training Center at Northern Arizona University, increased information about the unmet needs of persons with disabilities who reside in the Pueblos will be available. It is intended that this information will be used to plan for improved services to disabled individuals. There are, however, no assurances that improved services will result.

It is uncomfortable for any one to give personal information about themselves and you will be asked personal information during the interview. The information will be kept confidential and used only for the purposes stated above. At any time you can discontinue your participation in this project by writing to the Project Coordinator who then will withdraw you from further involvement. If you have questions about the project at any time contact:

Rita Lujan, Project Coordinator
Pueblo Indian Vocational Rehabilitation
Services Study
1015 Indian School Road NW
Albuquerque, New Mexico 87197
(505) 247-0371

APPENDIX G

Release of Information Form

PUEBLO INDIAN VOCATIONAL REHABILITATION
SERVICES STUDY
All Indian Pueblo Council

Consent for Release of Information
to the
Division of Vocational Rehabilitation

I hereby authorize Rita Lujan, Project Coordinator of the Pueblo Indian Vocational Rehabilitation Services Study, All Indian Pueblo Council, to release the completed Interview Form that was conducted by _____ _____ during an interview with me on _____ to authorized representatives of the New Mexico Division of Vocational Rehabilitation. The purpose of the release of the completed Interview Form is for me to be referred to the New Mexico Division of Vocational Rehabilitation for consideration to receive services.

The completed Interview Form, upon written consent, will be sent to Ms. Sherry Holland, Project Monitor, Division of Vocational Rehabilitaton, 604 San Mateo, Santa Fe, New Mexico. She will then send the Interview Form to the Vocational Rehabilitation Area Office Supervisor who covers the area in which you live. The Area Office Supervisor will give the Interview Form to a Counselor who will then make contact with you to begin a determination if you will be eligible for Vocational Rehabilitation Services.

The Interview Form information will be used by the New Mexico Division of Vocational Rehabilitation for a time period not to exceed 12 months following the date of my signature on the Consent for Release of Information. This Consent for Release of Information can be revoked by me at any time by writing a letter of revocation to the New Mexico Division of Vocational Rehabilitation, 604 San Mateo, Santa Fe, New Mexico 87503. I understand that this information will not be further released without my written consent, except by court order.

I understand that I can receive answers to relevant questions at any point. I also understand that the interviewer will provide me with information and ask the interview questions in my native language at any time upon my request.

I have read the Project Information description and the conditions of the Consent for Release of Information have been explained to me by the Interviewer and I understand them.

_____ _____
Interviewee's Signature Date

_____ _____
Signature of Parent, Guardian, or Witness Date

I wish to have the interview conducted in my native language ____ Yes

____ No

PUEBLO INDIAN VOCATIONAL REHABILITATION
SERVICES STUDY
All Indian Pueblo Council

Informed Consent Form
for use of the
Interview Information for Research Purposes

I hereby authorize representatives from the All Indian Pueblo Council and the Native American Research and Training Center to use the information on the Interview Form that was conducted by _____ during an interview with me on _____ for research purposes.

No names or other personally identifying information will be used in the analysis or reporting of the data. I can withdraw my participation in this project at any time by writing to the Project Director, Pueblo Indian Vocational Rehabilitation Services Study, 1015 Indian School Road NW, Albuquerque, New Mexico 87197. The Project Coordinator will also answer any questions that I may have about the Project.

I understand that the Interview Form will be filed by AIPC and the Native American Research and Training Center in an area with restricted access to the information by the authorized representative of the respective agencies.

I have read the Project Information description and the conditions for the use of the information on the Interview Form have been explained to me by the Rehabilitation Technician and I understand them.

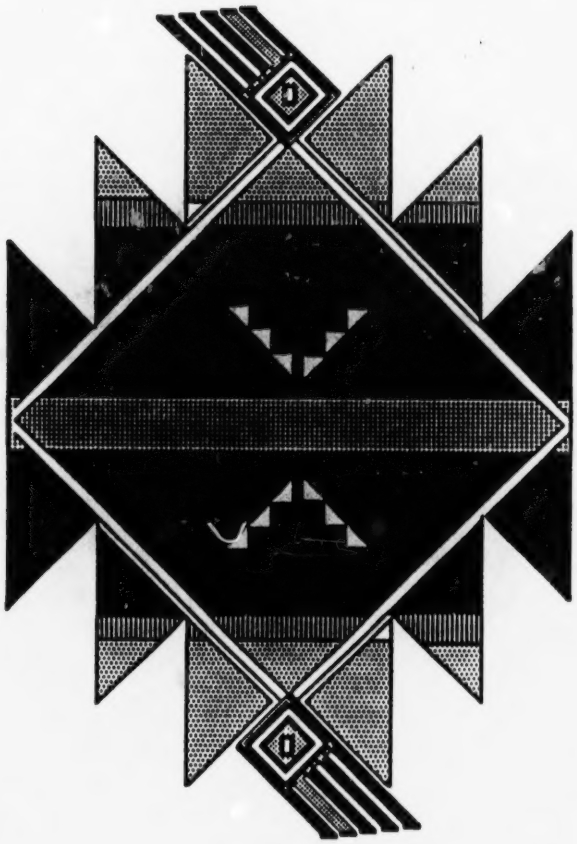
_____ _____
Interviewee's Signature Date

_____ _____
Signature of Parent, Guardian, or Witness Date

_____ _____
Signature of
Rehabilitation Technician Date

APPENDIX H

Topics Covered During First Training Session



Pueblo Indian Vocational Rehabilitation Services Study

Rehabilitation Technicians Training

March 17-21, 1986

Anthony Delgarito, NARTC Graduate Assistant to Project
Marilyn Johnson, Ph.D., NARTC Director
Dan Luebbe, NARTC Graduate Assistant to Project
Rita Lujan, AIPC Project Coordinator
Bill Martin, Ed.D., NARTC Training Coordinator to Project
Sam Minkler, Graphics for Project
Joanne O'Connell, Ph.D., Administrative Coordinator to Project
Martha Probst, Administrative Assistant to Project

Northern Arizona University
NATIVE AMERICAN
RESEARCH and TRAINING CENTER

PUEBLO INDIAN VOCATIONAL REHABILITATION
SERVICES STUDY

Rehabilitation Technicians Training
March 17-21, 1986
Agenda

DATE/TIME	TOPIC	TRAINER(S)
Monday-March 17, 1986		
8:00-9:45 a.m.	Introduction & Overview of Project & Training	Marilyn Johnson, NARTC Director Rita Lujan, Project Coordinator Bill Martin, NARTC Research Associate Joanne O'Connell, NARTC Research Director
10:00-12:00 a.m.	The Vocational Rehabilitation Process	Larry Powers, Arizona DVR District Manager Jim Cornforth, Arizona DVR Supervisor
1:15-5:00 p.m.	Medical Disabilities	Colleen Keller, Assistant Professor of Nursing
Tuesday-March 18, 1986		
8:00-9:45 a.m.	Communication Disorders	Dennis Tanner, Associate Professor of Speech Pathology & Audiology
10:00-11:45 a.m.	Visual Disorders	Keith White, Coordinator IHD Sensory Services
1:00-3:00 p.m.	Psychological Disorders	Dan Cady, IHD Psychologist
3:15-5:00 p.m.	Vocational Capabilities & Limitations of Disabled Persons	Kevin Horan, Coordinator IHD Vocational Evaluation Clinic

Institute for Human Development • NAU Box 5630 • Flagstaff, Arizona 86011 • (602) 523-4791

Wednesday-March 19, 1986		
8:00-12:00 a.m.	The Process of Interviewing	Bill Martin, NARTC Research Associate Anthony Delgarito, NARTC Graduate Assistant Dan Luebbe, NARTC Graduate Assistant
1:15-5:00 p.m.	The Process of Interviewing	Same as above
Thursday-March 20, 1986		
8:00-5:00	Practice Using the Interview Form	Bill Martin, NARTC Research Associate Anthony Delgarito, NARTC Graduate Assistant Dan Luebbe, NARTC Graduate Assistant
Friday-March 21, 1986		
8:00-10:00 a.m.	Practice Using the Interview Form	Bill Martin, NARTC Research Associate Anthony Delgarito, NARTC Graduate Assistant Dan Luebbe, NARTC Graduate Assistant
10:15-12:00 a.m.	Concluding Remarks, Questions and Examination	Bill Martin, NARTC Research Associate Rita Lujan, Project Coordinator

Northern Arizona University
NATIVE AMERICAN
RESEARCH and TRAINING CENTER

PUEBLO INDIAN VOCATIONAL REHABILITATION

SERVICES STUDY

Rehabilitation Technicians Training

March 17-21, 1986

Training Information

Target Audience

The persons to be trained are the rehabilitation technicians who will be conducting interviews with Pueblo individuals who are disabled. This is one activity of the Pueblo Indian Vocational Rehabilitation Study contract between the All Indian Pueblo Council and the New Mexico Division of Vocational Rehabilitation.

Training Purpose

The interviews to be conducted by the rehabilitation technicians are intended to identify the scope of need for Vocational Rehabilitation services to disabled individuals living within the 18 New Mexico Pueblos and increase referrals to the New Mexico Division of Vocational Rehabilitation. The purpose of the training is to increase the rehabilitation technicians knowledge and skills in the following areas: (a) roles and functions of the rehabilitation technicians, (b) overview

of disabling conditions, (c) effective interviewing skills and (d) use of the interview form. At the completion of training, the rehabilitation technicians will understand their roles to the project, be more knowledgeable about disabling conditions, and be more skilled at conducting interviews.

Training Content

The training will begin with an overview of the project and training agenda. The history, purpose and objectives of the project in addition to an update on project activities will be discussed. The roles and functions of the rehabilitation technicians will be outlined at this time.

Next, the vocational rehabilitation process will be covered so that the trainees will better understand the mission of vocational rehabilitation. The information will include the philosophy and services which are part of the vocational rehabilitation process.

A day and one half will be devoted to providing an overview of various disabling conditions that the rehabilitation technicians may encounter during their field work. Topics to be covered will be medical disabilities, communication disorders, visual disorders, psychological disorders and vocational limitations and capabilities of persons with various disabilities. A great deal of information will be covered during these presentations. The intent is not for the rehabilitation technicians to become experts on disabling conditions but instead to become more comfortable with various conditions that they may encounter during the interview process. The Health and Medical Manual will be distributed to trainees which will provide a resource guide for questions that may arise concerning disabilities.

The last two and one half days will focus on effective interviewing and using the comprehensive interview form, developed by the NAU Native American Research and Training staff, that will be used during the project. This training will emphasize "hands-on" practice conducting interviews and using the interview form.

Participant Evaluation

Each participant will be evaluated on information that was covered during the workshop and on interview skills demonstrated during the workshop. An objective examination will be given prior to and following the workshop to measure the amount of information gained by the participants during the workshop. Rating procedures will be used to assess accuracy and skill levels demonstrated by participants conducting interviews. Upon successful completion of the workshop, participants will be mailed certificates of completion.

PUEBLO INDIAN VOCATIONAL REHABILITATION
SERVICES STUDY

Rehabilitation Technicians Training
March 17-21, 1986
Information About The Speakers

Dan Cady, Ed.D.- Dr. Cady is a Certified Psychologist in Arizona. He conducts psychological evaluations for the Institute for Human Development at Northern Arizona University.

Jim S. Cornforth, B.S.- Mr. Cornforth is the Supervisor for the Flagstaff Office of the Arizona Rehabilitation Services Administration. He has been a counselor and administrator in vocational rehabilitation for over 15 years.

Kevin Horan, A.B.D.- Mr. Horan is the Coordinator of the Vocational Evaluation Clinic at the Institute for Human Development, Northern Arizona University. He has been conducting vocational and psychological evaluations for 8 years.

Marilyn J. Johnson, Ph.D.- Dr. Johnson is the Director of the Native American Research and Training Center and Director of the project entitled Pursuing Education and Knowledge for Service at Northern Arizona University. She has been a special educator for 9 years and a teacher educator for 2 years.

Colleen S. Keller, Ph.D.- Dr. Keller is an Assistant Professor of Nursing in the Department of Nursing at Northern Arizona University. She has practiced as a Registered Nurse since 1975.

Rita Lujan, M.Ed.-Ms. Lujan is the Project Coordinator for the Pueblo Indian Vocational Rehabilitation Services Study, All Indian Pueblo Council.

William E. Martin Jr., Ed.D.- Dr. Martin is a Research Associate with the Native American Research and Training Center and Associate Professor of Research at Northern Arizona University. He has been in the field of rehabilitation counseling for 13 years and was a counselor educator for 7 years.

Joanne C. O'Connell, Ph.D.- Dr. O'Connell is the Research Director with the Native American Research and Training Center and Associate Professor of Edcuation at Northern Arizona University. She has been in the field of special education for 12 years and has been a teacher educator for 7 years.

Larry E. Powers, B.S. - Mr. Powers is the District Manager for the Northern District of the Arizona Rehabilitation Services Administration. He has been a counselor and administrator in vocational rehabilitation for over 20 years.

Dennis C. Tanner, Ph.D.- Dr. Tanner is Associate Professor of Speech-Language Pathology at Northern Arizona University. He also maintains Medical Associate Staff privileges at the Flagstaff Medical Center.

Keith D. White, M.A.- Mr. White is the Coordinator of Sensory Services at the Institute for Human Development at Northern Arizona University. He has been a Mobility Instructor since 1978.

APPENDIX I

Topics Covered During Second Training Session

Northern Arizona University
NATIVE AMERICAN
RESEARCH and TRAINING CENTER

PUEBLO INDIAN VOCATIONAL REHABILITATION
SERVICES STUDY

Rehabilitation Technicians Training
April 9-10, 1986
Agenda

DATE/TIME	TOPIC	SPEAKERS
Wednesday-April 9, 1986		
8:30 a.m.-10:00 a.m.	Vocational Rehabilitation Services	Sherry Holland, DVR Project Monitor Ross Sweat, DVR Area V. Supervisor
10:30 a.m.-12:00	Goodwill Services	Lindsay Watson, Director of Rehabilitation Goodwill Indust.
1:30 p.m.-3:00 p.m.	Services of the Rehabilitation Center RCI Enterprises	Dick Fisher, Associate Director Rehabilitation Center-RCI Enterp.
3:30 p.m.-5:00 p.m.	Social Security Admin. Programs	Jacky Marable, Field Representative, Social Security Administration
Thursday-April 10, 1986		
8:30 a.m.-10:00 a.m.	JTPA and other Vocational Placement Programs	Chris Isengard, Director, Career Services for Handicapped
10:00 a.m.-12:00 p.m.	Follow-up on Initial Interviews	Rita Lujan Bill Martin Tony Delgarito
1:30 p.m.-5:00 p.m.	Follow-up on Initial Interviews	Same as above

Institute for Human Development • NAU Box 5630 • Flagstaff, Arizona 86011 • (602) 523-4791